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ABSTRACT

This guide was developed to be used by consumer home economics teachers as a resource in planning and teaching a year-long course in foods and nutrition for high school students in North Carolina. The guide is organized in units of instruction for a first semester course and a second semester course. Each unit contains a content outline, including identified competencies, objectives, suggested learning/teaching activities, and resources to use in developing and teaching the course. The guide also contains general planning information; a list of competencies and instructional objectives for the course, a competency test-item bank, and a list of references and resources. The 12 units cover the following topics: food patterns and customs; relation of diet to health and appearance; meal planning to meet nutrient requirements; organization and management of kitchen facilities; management of resources in food preparation and service; trends and development in foods and nutrition; management of the food dollar; food conservation and preservation; meeting nutritional needs of family members; creativity in meal planning, preparation, and service; regional and international food specialties; and career opportunities in foods and nutrition. (KC)

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NORTH CAROLINA
FOODS AND NUTRITION CURRICULUM GUIDE
NORTH CAROLINA STATE BOARD OF EDUCATION
1988

Issued By
Home Economics Education
Division of Vocational Education
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VOCATIONAL EDUCATION CURRICULUM, HOME ECONOMICS EDUCATION
CURRICULUM GUIDE
VEC-HEE-CG-7045

VOCATIONAL EDUCATION CURRICULUM, HOME ECONOMICS EDUCATION
COMPETENCY TEST-ITEM BANK
VEC-HEE-C/TIB-7045

Activities and procedures within the Division of Vocational Education are governed by the philosophy of simple fairness to all. Therefore, the policy of the Division is that all operations will be performed without regard to race, sex, color, national origin, or handicap.

FOREWORD

As scientific and technological advances make life increasingly complex, providing food for the family also becomes more complex. Nutrition research indicates that food choices influence one's health, energy, and appearance both now and in the future. Choices in the food market become increasingly complicated as new and different forms of food are introduced. Modern equipment provides new and different ways to prepare and store foods. In addition, changing lifestyles increase the need for effective management of resources in providing food for self and the family. Thus, education in planning, selecting, storing, preparing, serving, and the proper care of kitchen appliances are important.

Through the effort and study of many people this guide was developed to be used by Consumer Home Economics teachers as a resource in planning and teaching the year-long course in Foods and Nutrition for students in grades 9-12. Teachers are urged to use their creativity in adapting and expanding the suggestions in this guide.

Technical assistance in implementing this program is available from the Home Economics Education State Staff.

ACKNOWLEDGEMENTS

Many people have contributed to the development of this Curriculum Guide and the Home Economics Consultant Staff wish to express their appreciation to all of those individuals involved in the project.

We express appreciation to all Home Economics Education teachers who shared information and ideas for the competencies, learning experiences, resources, and test items.

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USING THE CURRICULUM PACKAGE

Information included in this publication is presented in six sections. They are:

Section 1: General Planning Information
Section 2: Competency Listing
Section 3: Curriculum Guide
Section 4: Competency/Test-Item Bank (C/TIB)
Section 5: References and Resources
Section 6: Publication Feedback

SECTION 1: GENERAL PLANNING INFORMATION

Information is provided in this section for planning, implementing, and evaluating the Home Economics course, HE7045 - Foods and Nutrition, using a competency-based, individualized approach to teaching and learning.

OVERVIEW OF THE COURSE

The Foods and Nutrition Curriculum Guide and Competency/Test-Item Bank were developed as a resource for teachers to use in planning and implementing a competency-based instructional program at the high school level. The Foods and Nutrition course is a year-long Consumer Home Economics course offered for students in grades 9-12. The course description which follows is taken from the North Carolina Vocational Education Program of Studies, Revised 1987. This is a year-long course that may be offered as two semester courses with semester 1 prerequisite to semester 2.

COURSE DESCRIPTION

HE7045 (S-1 or Y-1) Credit: ½ or 1 Grades: 9-12 Enr.: 12-20

FOODS AND NUTRITION

Semester 1: Students learn to make informed choices of daily food. The content includes nutrition as it relates to health and appearance, and food patterns and customs. Based on individual lifestyles including sports activities, students will identify personal nutrient needs. Students learn how to purchase and store foods; select, use, and care for kitchen appliances; and, prepare and serve food creatively.
Prerequisite: None

Semester 2: Continuation of Foods and Nutrition, Semester 1. In this course students creatively prepare and serve a variety of nutritious foods, including ethnic and regional specialities. Specialized techniques of food preparation, food choices to meet special nutritional needs, and the management of kitchen facilities are emphasized. Career opportunities in the field of Foods, Nutrition, and Food Services are explored.
Prerequisite: Foods and Nutrition, Semester 1

INTRODUCTION TO COMPETENCY-BASED, INDIVIDUALIZED PROGRAMS

The most widely accepted DEFINITION OF COMPETENCY-BASED EDUCATION was suggested by Stanly Alam, who describes the essential elements of competency-based education as follows:

1. Competencies (knowledge, skills, behaviors [attitudes]) to be demonstrated by the student are stated so as to make possible assessment of a student's behavior in relation to specific competencies; and made public in advance.

2. Criteria to be employed in assessing competencies are based upon, and in harmony with, specified competencies; explicit in stating expecting levels of mastery under specified conditions; and made public in advance.

3. Assessment of the student's competency uses student's performance as the primary source of evidence; takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations; and strives for objectivity.

4. The student's rate of progress through the program is determined by demonstrated competence rather than by time or course completion.

5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

OTHER CHARACTERISTICS FOUND IN COMPETENCY-BASED PROGRAMS ARE:

1. Instruction is individualized and personalized.

2. Learning experiences of the individual are guided by feedback (evaluation).

3. The program as a whole is systemic.

4. The emphasis is on exit, not entrance, requirements.

5. Instruction is modularized (i.e., arranged in a logical sequence of steps to be learned).

6. The student is held accountable for performance, completing the program when, and only when, he/she demonstrates the competencies that have been identified.

Based on the preceding characteristics, the following terms and working definitions are generally accepted for use in North Carolina.

Competency-Based Education (CBE) - A system for planning and implementing classroom activities which will help each student develop certain specified competencies.

Mastery Learning - Term used to indicate an approach to learning in which students are expected to "master" (i.e., become proficient with; become competent in) the knowledge and skills specified as course outcomes.

Individualized Instruction - A system for managing the learning process and environment in such a way that the individual differences of students are accommodated while they are working to achieve program goals, competencies, and objectives.

Competency Testing - The testing of students to determine if they have developed those competencies specified for a program (i.e., they are learning what they are supposed to learn).

Criterion-Referenced Competency Testing - The testing of each student using tests referenced to specific objectives for competency mastery. Using criterion-referenced tests (CRTs) results in a comparison of the student's performance with the specific standard(s) rather than the performance of other students.

Accountability - Simply, the "ability to account for" and usually implies that quantitative evidence is available as documentation or proof.

Instructional Accountability - A process which involves assessing (measuring) student progress and achievement and being able to document to what extent students have learned what they are supposed to learn (i.e., being able to show that students have mastered the competencies).

SECTION 2: COMPETENCY LISTING

The Competencies and Instructional Objectives for the course are included in this listing. COMPETENCIES are sequenced according to the teacher-writers' recommendations as to the best teaching sequence for first semester and then for a second semester of the course. INSTRUCTIONAL OBJECTIVES are grouped and sequenced for each competency. Some teachers may prefer to teach units, competencies, and/or instructional objectives in a different order than shown during a given semester.

The COMPETENCY STATEMENTS provide the foundation upon which the objectives, content outline, teaching/learning activities, resources, and bank of test items are based. The verb in each competency statement and instructional objective gives the key to the domain and level of behavior identified and the kind of teaching, learning, and testing which should be done. In other words, these competency statements "spell out" for students, parents, and others the knowledge and skills that completers of the course can be expected to possess.

EXCERPT FROM COMPETENCY LISTING

Competency 001: The learner will analyze the importance of food in the physical, emotional, and social well-being of individuals and family members.

Instructional Objectives:

1.1 Identify reasons for eating.
1.2 Explain how food affects one's physical, emotional, and social well-being.

Teachers are encouraged to use the Competency Listing to develop a yearly or UNIT PLAN OF WORK for the course. The Competency Listing may be reproduced and given to the students at the beginning of the course so that they will know what is expected of them during the course. This could serve as an introduction to the course, a unit within the course, and/or a review for a unit test. It is also suggested that teachers examine the competencies in terms of specific FHA/HERO proficiency events and activities and then plan to incorporate them appropriately in various units throughout the course.

SECTION 3: CURRICULUM GUIDE

The CURRICULUM GUIDE was developed to be used as a resource in planning and teaching this course according to the COURSE DESCRIPTION specified in the Vocational Education Program of Studies, Revised 1987 and the curriculum information included in the North Carolina Competency-Based Teacher Handbook for Home Economics Education. The guide is organized in units of instruction for a first semester course and a second semester course. For each unit, the following is included in the format shown below. The CONTENT OUTLINE is divided by identified competencies, objectives suggested LEARNING/TEACHING ACTIVITIES, and RESOURCES to use in developing and teaching the course. Teachers may use the suggested learning experiences found within the content outline or they may develop their own activities for students. The student-centered TEACHING/LEARNING activities are designed to help students develop the type and level of cognitive, affective, and psychomotor knowledge and skills specified in the Competencies and Instructional Objectives. Whenever possible, teacher should plan and conduct classroom activities which require students to use and develop higher order thinking skills (application, analysis, problem solving, synthesis, and evaluation). Likewise, the teacher should consider the inclusion

of appropriate FHA/HERO Proficiency Events during units when these events are related to the specific objectives or the planned sequence of competencies for the course.

EXCERPT FROM CURRICULUM GUIDE

Course Name: Foods and Nutrition
Semester 1

Unit Title: Food Patterns and Customs

Competency 001: The learner will analyze the importance of food in the physical, emotional, and social well-being of individuals and family members.

Instructional Objectives:

1.1 Identify reasons for eating.
1.2 Explain how food affects one's physical, emotional, and social well-being.

Content Outline	Learning/Teaching Activities	References/ Resources
The Importance of Food Physical Health Psychological Health Security Enjoyment Belonging...	1. Make a list of reasons why food is important. Compare your list with classmates'. 2. Complete an "Inventory of Food Likes and Dislikes" (included). Share results with class. Discuss how your food likes are similar to those of your family members.	Books B.6 B.9, p. 19 B.10 B.18, pp. 226-236 Periodicals F.2 Resource Books

SECTION 4: COMPETENCY/TEST-ITEM BANK (C/TIB)

The C/TIB consists of the COMPETENCY LISTING, with a table of specifications for a course test, at least three test items for each objective, and a key for the test items. Test items in the C/TIB were developed by teachers in curriculum workshops and through contracts, or selected and adapted from other curriculum materials. Each item is considered to have "content validity" for the competency and/or objective to which it is coded. Validation projects are now underway to establish "reliability" of test items in the bank. These test

items, along with others developed by the teacher, may be used in constructing pre, interim, and post tests to measure student achievement of curriculum competencies. Teachers may use the test items to construct their own pretests or posttests or use them for developing unit tests or tests for the end of grading periods. These test items are intended for use in evaluating and documenting student performance in mastering the competencies.

SAMPLE TEST-ITEM NO. 001-00-01

Which of the following statements describes a psychological factor that influences a person's eating pattern?

__a. Eating is sometimes used to compensate for lack of love.
__b. Anticipating an exciting event may interfer with eating practices.
__c. Past experiences with food can create a dislike for a given food.
__d. Some foods are associated with hot or cold weather.
__e. Body size and development affect the amount of food consumed.

Answer Key: As Checked

To make them easier to find and use, the test items in the C/TIB are coded to the competencies and objectives by a TEST-ITEM CODE NUMBER such as "001-00-01" in the sample test item above. An interpretation of the code is shown in the box which follows:

INTERPRETATION OF TEST-ITEM CODE NUMBER

001-00-01

Refers to "Competency 1"

Refers to any Instructional Objective in 001

Completes the Unique Number for this test item

A test item coded 006-02-03 would be the third test item for Competency 6 and Instructional Objective 6.2. To build a test for a grading period that "covered" competencies 1-6, a teacher would select from those test items numbered 001-00-01 through 006-00-05. The teacher also would prepare a TEST BLUEPRINT in order to balance the test. This would assure the INSTRUCTIONAL VALIDITY OF THE TEST. A test has "instructional validity" when the items on the test match the content as it was covered in class. Keep in mind that student grades and reports should be based on instructionally-valid tests.

KEYS for the test items are included as a separate section at the end of the Competency/Test-Item section. To FIND THE ANSWER KEY FOR A TEST-ITEM, simply locate its code number. Using the results of testing throughout the course, the

teacher may wish to prepare a Certificate of Competency Mastery or Student Competency Record for each student. A record of the competencies acquired during the program can give the student and the parents specific information about what was learned by the student in the program. Teachers are encouraged to reproduce and use this record as a part of their student grading and reporting system and/or customize it for use in their own situations.

SECTION 5: REFERENCES AND RESOURCES

State-Adopted Textbooks and References - Included in the North Carolina Textbook Adoption are the following state-adopted textbooks for this course:

THE WORLD OF FOOD	Allyn and Bacon, Inc.
FOOD FOR TODAY	Bennett and McKnight/Glencoe Publishing
GUIDE TO MODERN MEALS	McGraw-Hill Book Company

In addition to the state-adopted tests, other resources are identified in the Curriculum Guide. Details on each resource are specified in the References and Resources section which is arranged in the categories shown below. The resources are identified by category (A-J), number (1, 2, etc.), and page number (p. 264) in the third column of each page in the Curriculum Guide section of this publication (see the "Excerpt from Curriculum Guide" for an example).

A.	Audiovisuals	F.	Pamphlets
B.	Booklets	G.	Periodicals
C.	Books	H.	Special Instructional Kits
D.	Computer Programs	I.	Student Activity Guides
E.	Curriculum Guides	J.	Teacher Resource Guides

Resources available to teachers and students are not limited to those listed; teachers are encouraged to look for others as well as to develop their own.

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F E E D B A C K

As this curriculum package is used, you are also encouraged to provide feedback to the State Home Economics Education Staff. When content needs updating; when new resources become available; when test items are developed locally and could be shared, please let the state office know. Suggestions from you and others will be vital to the improvement of later curriculum materials and providing staff development and technical assistance toward improving this course/program.

Send Your Suggestions To:

Chief Consultant, Home Economics Education
Division of Vocational Education
North Carolina Department of Public Instruction
116 W. Edenton Street
Raleigh, North Carolina 27603-1712

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COMPETENCY STATEMENTS

A. Food Patterns and Customs

001. The learner will analyze the importance of food in the physical, emotional, and social well-being of individuals and family members.

002. The learner will describe cultural, religious, and geographical influences on food patterns and customs.

003. The learner will analyze the affects of changing lifestyles, values, and available resources on food choices and meal patterns of individuals and families.

004. The learner will distinguish the difference between food fads, fallacies, and facts.

B. Relation of Diet to Health and Appearance

005. The learner will analyze the role of nutrients in meeting the nutritional needs of individual.

006. The learner will identify ways of adequately meeting the nutritional needs of individuals for the promotion and maintenance of good physical and emotional health.

007. The learner will evaluate the relationship of diet and lifestyles to nutritionally related health problems.

C. Meal Planning to Meet Nutrient Requirements

008. The learner will demonstrate use of nutrition principles when planning meals to meet dietary needs.

009. The learner will plan, prepare, and serve nutritious snacks.

010. The learner will plan, prepare, and serve breakfast foods that are easy and quick to prepare and high in nutritional value.

D. Organization and Management of Kitchen Facilities

011. The learner will recognize kitchen work centers and storage spaces.

012. The learner will identify principles of organization and management of kitchen facilities.

013. The learner will select, use, and care for major and portable appliances used for food preparation and storage.

014. The learner will select, use, and care for cookware and food preparation tools.

E. Management of Resources in Food Preparation and Service

015. The learner will interpret the use of time, energy, and money in the management of meals.

016. The learner will describe practices which provide for safety and sanitation in the preparation and service of food.

017. The learner will interpret the meanings of words, symbols, abbreviations, and directions given in recipes.

018. The learner will select, prepare, and serve quick breads and cereal products.

019. The learner will select, prepare, and serve dairy products.

020. The learner will select, prepare, and serve fruits and vegetables.

021. The learner will select, prepare, and serve meat, poultry, and seafood.

022. The learner will select, prepare, and serve eggs creatively.

023. The learner will plan, prepare, and serve cookies, cakes, and frostings.

024. The learner will identify factors that influence the selection of table appointments, decorations, methods of service, and table settings.

025. The learner will plan, prepare, and serve a well-balanced meal incorporating appropriate planning, preparation, serving, and cleaning practices.

F. Trends and Development in Foods and Nutrition

026. The learner will analyze scientific and technological developments in the food industry.

027. The learner will analyze the affects associated with world hunger and possible citizen involvement.

G. Management of the Food Dollar

028. The learner will analyze budgeting patterns and buying practices involved in management of the food dollar.

029. The learner will analyze the legal aspects of consumer protection in the area of foods and nutrition.

H. Food Conservation and Preservation

030. The learner will demonstrate techniques for conserving food and other natural resources while preparing meals.

031. The learner will demonstrate techniques for selecting and preserving a variety of foods.

I. Meeting Nutritional Needs of Family Members

032. The learner will analyze variations in nutritional needs of family members in different stages of the life cycle.

033. The learner will analyze variations in nutritional needs of family members with special medical problems.

034. The learner will plan, prepare, and serve meals to meet special nutritional needs of family members.

J. Creativity in Meal Planning, Preparation, and Service

035. The learner will analyze ways of using skills and artistic ability to give added appeal to meals at a reasonable cost.

036. The learner will demonstrate the principles of planning, preparing, and serving salads.

037. The learner will demonstrate the principles of planning, preparing, and serving casseroles.

038. The learner will demonstrate the principles of planning, preparing, and serving foods made with yeast.

039. The learner will demonstrate the principles of planning, preparing, and serving pies and pastries.

040. The learner will demonstrate the principles and preparation techniques for decorative cakes.

041. The learner will demonstrate the principles and preparation techniques for candy making.

042. The learner will analyze and practice ways of managing eating patterns that have emerged from rapidly changing lifesytles.

043. The learner will demonstrate the principles of planning and preparing meals for home and community emergencies.

K. Regional International Food Specialties

044. The learner will interpret the historical and geographical differences in regional cuisines by preparing, serving, and evaluating these foods.

045. The learner will analyze the differences in international cuisine by preparing and evaluating foods characteristic of different countries.

L. Career Opportunities in Foods and Nutrition

046. The learner will analyze career opportunities in the foods and nutrition field.

FOODS AND NUTRITION
Semester 1

I. Food Patterns and Customs

A. The Importance of Food
   1. physical health
   2. psychological health
B. Influences in Food Patterns and Customs
   1. cultural
   2. religious
   3. geographical
C. The Affects of Changing Life Styles on Food Choices and Eating Patterns
D. Food Fads and Fallacies

II. Relation of Diet to Health and Appearance

A. Factors That Influence Nutrient Needs and Food Choices
B. Nutrients and Their Relationship to Health, Energy, and Appearance
C. The Body's Utilization of Food
D. Dietary Guidelines for Americans
E. Planning a Balanced Diet
F. Relationship of Diet to Physical, Mental, and Emotional Health
   1. diseases and disorders resulting from deficiencies or excesses of nutrients
   2. effects of alcoholism, drug abuse and smoking on eating habits, nutrition and health
   3. emotions and digestions

III. Meal Planning to Meet Nutrient Requirements

A. Determining Nutritional Needs
B. Meal Patterns
C. Planning Meals to Meet Dietary Requirements
D. Snacks as Part of the Meal Plan
E. Importance of Breakfast in Meeting Nutritional Requirements

IV. Organization and Management of Kitchen Facilities, Equipment, and Resources

A. Kitchen Organization and Design
B. Equipment and Appliances Used in Food Preparation and Storage
C. Cookware and Food Preparation Tools

V. Management of Resources in Food Preparation and Service

A. Alternatives to the Use of Time and Energy
B. Applying the Work Simplification Concept to Meal Preparation
C. Safety and Sanitation in the Kitchen
D. Food Preparation Procedures
   1. understanding recipes
   2. terminology
   3. measuring techniques
   4. equivalents and substitutions
   5. cooking methods

E. Preparation and Service of a Variety of Foods
   1. cereal and bread products
   2. dairy products
   3. fruits and vegetables
   4. meat poultry and seafoods
   5. egg cookery
   6. cookies, cakes and frosting

F. Meal Service
   1. table appointments
   2. table setting
   3. table manners
   4. forms of meal service

G. Planning Preparation and Service of a Well-Balanced Meal to Include:
   1. menu
   2. recipes
   3. market order
   4. time schedule
   5. table setting and service plan
   6. cleaning schedule

FOODS AND NUTRITION
Semester 2

I. Trends and Development in Foods and Nutrition

A. Scientific and Technological Developments
   1. identification of new foods
   2. additives and supplements
   3. pesticides in food production
B. World Hunger and Citizen Involvement

II. Management of the Food Dollar

A. Budgeting and Buying Practices
B. Consumer Protection as it Relates to Food and Nutrition

III. Food Conservation and Preservation

A. Conservation in the Kitchen
B. Preserving Foods

IV. Meeting Nutritional Needs of Family Members

A. Nutritional Needs of Family Members in Different Stages of Development
B. Nutritional Needs of Family Members With Special Medical Problems
C. Planning, Preparation and Service of Meals to Meet Special Nutritional Needs of Family Members

V. Creativity in Meal Planning, Preparation and Service

A. Using Creativity in Meal Preparation and Service
B. Preparation and Service of Specialty Foods
   1. salads and dressings
   2. casserole cookery
   3. yeast breads
   4. pies and pastries
   5. decorative cakes
   6. candy making
C. Managing Eating Patterns That Have Emerged From Changing Lifestyles
   1. eating out
   2. entertaining at home
   3. cookouts, picnics and camping
D. Meals for Home and Community Emergencies

VI. Regional and International Food Specialties

A. Regional Food in the United States
B. International Cuisines-Food History, Practices and Customs

VII. Career Opportunities in Foods and Nutrition

A. Type of Careers
B. Qualities of Successful Workers

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Food Patterns and Customs

COMPETENCY: 1: The learner will analyze the importance of food in the physical, emotional and social well-being of individuals and family members.

INSTRUCTIONAL OBJECTIVES:

1.1 Identify reasons for eating.
1.2 Explain how food affects one's physical, emotional and social well-being.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
The Importance of Food Physical Health Psychological Health Security Enjoyment Belonging Communication	1. Make a list of reasons why food is important. Compare your list with your classmates. 2. Complete an "Inventory of Food Likes and Dislikes" (included). Share results with class. Discuss how your food likes are similar to those of your family members. What may be reasons for this? 3. Complete the following self-inventory, responding with sometimes, always, or never. Then discuss responses in class. I love to eat. I eat most when I'm alone. I eat most when I'm with others. I eat when I am tense or unhappy. I eat to postpone doing things. I snack frequently. I have strange eating habits. I am a picky eater. My friends and I like the same foods. I find it hard to stop eating. My parents reward with food. I feel guilty when I eat certain foods. I especially like junk foods. I consider myself overweight. I consider myself underweight. I stop eating when I feel full. 4. Have four paper bags marked Security, Social Acceptance, Tension Reliever, Behavior Change. Distribute magazines and ask students to cut out and deposit pictures of the foods that they associate with each category. Discuss the contents of each bag in class. Security--Why are certain foods comforting? Are they warm or cold? Are there links with infancy? Social Acceptance--What makes certain foods "in" or prestigious? Do people of different ages like different foods? What are current fads? What would and wouldn't you serve at a party?	Books B.6 B.10 B.9: p. 19 B.18: pp. 226-236 Periodicals F.2 Resource Books C.1: pp. 2-5 C.3: pp. 5-7 Student Activity Guides D.1: pp. 7-8

COURSE: Foods and Nutrition - Semester 1

UNIT TITLE: Food Patterns and Customs

COMPETENCY: 2: The learner will describe cultural, religious and geographical influences on food patterns and customs.

INSTRUCTIONAL OBJECTIVES:

2.1 Understand the influences on food choices.
2.2 Explain the reasons for differences in food customs among various cultures.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Influences on Food Patterns and Customs Cultural Influences Religious Influences Geographical Influences	1. Define Culture. 2. Research food customs that are characteristics of different regions in the United States. Identify: The group of people that strongly influenced the food customs of the region. The foods that were native to the region. The group of immigrants that settled in the region. Five traditional recipes of the region. Share this information with the class in the form of an oral report. 3. Work with classmates to prepare and taste foods that are customary to different regions in the United States. Which foods are your favorites? 4. Prepare a bulletin board depicting the influence of ethnic groups and food patterns and customs in the United States. 5. Collect recipes of foods commonly associated with various areas within the state and regional specialities within the United States. Use resources available to determine how these foods became specialties of each area. 6. Work with a classmate and select one of the specialty dishes to prepare for the class. 7. Food customs of another culture are often adapted into our food pattern. Develop a bulletin board which summarizes this. 8. Observe a film on food customs. Describe the influence which affects the customs shown. 9. Bring to class samples of dishes which are used in the home that depict family background. Example: German heritage - sauerkraut. Have a tasting session. 10. Discuss with grandparents a typical menu when they were young. Compare a menu when parents were young and a menu of today. What are the changes and why? 11. Research religious beliefs as they relate to food patterns, especially the prohibition of particular foods.	Audio-Visuals I.27 & B.7: pp. 8-11 Books B.6: pp. 16-21 B.10: pp. 80-89 B.17: pp. 451-468 B.9: pp. 11-21 B.5: pp. 577-582 B.18: pp. 226-236 B.7: pp. 8-11 Resource Guides C.1: pp. 23, 293-294 C.3: pp. 5-8

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

Tension Reliever--What makes you turn to certain foods when you're anxious, nervous, or angry? When are they served at home?

Behavior Change--What kinds of foods do you associate with controlling other people? What foods were you forced to eat or deprived of as a child? Did your family reward with food? What eating habits did your family insist on? Did you rebel?

5. In small groups, brain storm ways your family uses food for special family occasions.

   Birthdays

   Anniversaries

   Family Reunions

   Recreation

   Religious Occasions

   Holidays

   Discuss--Food is used as a socializing agent and may be given a different value when served to friends.

   Describe some of your social activities at school or away from school at which food is served. Compare types of social activities at which food is not served.

   As a summary, write an article on "Food - A Means of Social Communications."

6. Describe to your class a favorite family meal. Explain why this meal was important to you. Discuss how your food habits have changed in the last five years.

   When did you first eat each food?

   Why did you try it?

   Who introduced you to it?

   Did a parent make you eat it?

   Answering these will help you become aware of some of the things that affect food choices and habits.

7. <u>Social</u>

   Participate in a game of "First Impressions." As the teacher holds up a picture or model of different foods, write a word or short phrase which explains a feeling or event you associate with the food.

   Use resources to investigate the various foods associated with different groups.

   Discuss - "Food preferences formed easily in life, are difficult to change."

   Eating is a social rite among many peoples. Write a report concerning this.

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Food Patterns and Customs

COMPETENCY: 3. The learner will analyze the affects of changing lifestyles, values and available resources on food choices and meal patterns of individuals and families.

INSTRUCTIONAL OBJECTIVES:

3.1 Explain the influence that different lifestyles, values and resources have on food choices and eating patterns.
3.2 Analyze the factors that influence his/her food choices.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
The Affects of Changing Lifestyles on Food Choices and Eating Patterns The Influence of Available Resources on Food Choices Food Supply Money Time Knowledge The Influence of Values on Food Choices	1. Conduct a survey to determine family meal patterns in the community. Ask questions such as: How many members are in family? What are the ages of family members? Do both parents work? What activities do family members participate in? How many meals are eaten at home during a week? What specific meals are eaten at home: Breakfast? Lunch? Dinner? Snacks? Who has the major responsibility for preparing meals? Discuss the survey results in terms of the families lifestyles and the affect of these on eating patterns. What are the implications for future families? Why? 2. Complete the "Values Recognition Activity." (Sample form included.) Discuss how values influence food choices and meal patterns. 3. Research available materials to find information on the affects of world economic conditions on food choices. Discuss findings with the class. 4. Invite a representative from the Agriculture Extension Service to discuss how food supplies are affected by weather conditions and technological advances. 5. Discuss how money, time and knowledge can affect one's food choices. 6. Brain storm ways a family can expand their food budget by using their knowledge, time and skills. 7. Review the factors or conditions which influence the difference in food needs during various stages of the family life cycle. 8. Note to teacher: Refer to teacher resource book for handouts.	Books B.7: pp. 6, 7, 12-14, 34-76 B.6 B.10: pp. 80-89 B.18: pp. 234-235 Resource Guides C.1: pp. 293-294

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Food Patterns and Customs

COMPETENCY: 4. The learner will distinguish the difference between food fads, fallacies and facts.

INSTRUCTIONAL OBJECTIVES:

4.1 Evaluate the truth behind food fads.
4.2 Recognize how food quacks operate.
4.3 Understand why food additives are used and how they are controlled.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Food Fads and Fallacies - Distinguishing fallacy from Fact Commonly Used Additives Health Foods	1. Take a pretest on "Food Facts or Fallacies." (See test bank.) 2. Show a film or filmstrip on food fads and facts. Discuss. 3. Read available references and list signs of food quack and identify those types of information that may fit in the category of being a quack. 4. Look in the "Reader's Guide to Periodical Literature" for current articles on nutrition. Read three of these articles, write a synopsis of each. Indicate whether the articles seem to promote a food fact or not and explain why. 5. Discuss common myths about vitamins. 6. Using a list of foods regularly eaten by classmates, identify those items which are current fads. Propose alternate selections of food which would have contributed more needed nutrients to the total daily intake. 7. Bring to class a food advertisement or a tape recording of a food ad on TV or radio. For each, answer the following questions: What nutrition information does the ad offer? What feelings does the ad attempt to arouse? Does the ad give enough information to justify purchase of the product? If not, what information do you think it should offer? 8. Identify sources of dependable information on food. 9. Bring in a diet article and report on it to the class (Example: Scarsdale, Grapefruit, Cambridge, Herbal, Lite, Conway, Dolly Parton, etc.). Evaluate diets Is it a sensible diet? How many calories does it include? Does it provide variety and balanced nutrition? Does it promise realistic results? 10. Research consumer-oriented periodicals for current information on fad diets, quacks or quackery, natural foods, organic foods. Report findings to the class.	Audio-Visuals I.31 I.2 Books B.7: pp. 16-27 B.6: pp. 35-42 B.12 B.13: pp. 17-23 B.18: pp. 168-186 B.5: pp. 995-1005, 1115-1132

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Relation of Diet to Health and Appearance

COMPETENCY: 5: The learner will analyze the role of nutrients in meeting the nutritional needs of individual.

INSTRUCTIONAL OBJECTIVES:

5.1 Understand how nutrients work in the human body.
5.2 Identify the best food sources of each nutrient.
5.3 Recognize the effects of using too little or too much of a nutrient.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Factors that Influence Nutrient Needs and Food Choices Nutrients and Their Relationship to Health, Energy and Appearance Identification of Nutrients Functions and Sources of Nutrients Nutrient and Calorie Needs How the Body Uses Food Digestion Absorption Metabolism Effects of too Little or too Much of a Nutrient	1. Complete a pretest or knowledge survey on nutrition and health facts. Evaluate your pretest. 2. Read one or more of the identified references or resources. 3. View filmstrip on good nutrition. 4. Working with 2 or 3 of your classmates, select a nutrient and do the following: Teach the nutrient to the rest of the class by: Answering basic questions about it. Preparing and serving a food rich in the nutrient. Preparing a five-point quiz about the nutrient to be given to the class. Work with class to decide on 6 or 7 questions about nutrients which all groups will be expected to answer. Allow some library and class time for preparation of reports. Work with class to develop a score sheet for evaluating the reporters with such items as: Spoke so classmates could hear. Divided the work equally between group members. Used some visual aids to help classmates understand. 5. Play "Password" using the names of nutrients. Divide into two teams. Each team selects a leader--the person who will give clues. One team member at a time works with the leader. A large index card with the name of the nutrient on it is flashed in front of the leader, who then gives a series of single-word clues to his partner, until the nutrient is identified. After the nutrient is identified, another team member works with the leader. The team that identifies the most nutrients in five minutes is the winner. If someone gives a false clue, the other team is automatic winner of that round. 6. Using a transparency of the Human Digestive System, trace the body's utilization of food from digestion to metabolism. (The transparency master is in Food for Today Teacher's Resource Book.) 7. Review nutrient facts using a computer software program. 8. Note to teacher: Refer to teacher resource books for additional activities.	Audio-Visuals I.34 I.2 Books B.7: pp. 30-70 B.9: pp. 22-45 B.17: pp. 388-389 B.18: pp. 1-167 B.5: pp. 584-597, 1607-1614 Computer J.16 Periodicals F.4 Resource Guides C.1: pp. 27-40 C.3: pp. 8-13 Special Instructional Kits E.3: pp. 10-16 E.2

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Relation of Diet to Health and Appearance

COMPETENCY: 6: The learner will identify ways of adequately meeting the nutritional needs of individuals for the promotion and maintenance of good physical and emotional health.

INSTRUCTIONAL OBJECTIVES:

6.1 Understand factors that affect an individual's nutritional needs.
6.2 Understand how a knowledge of nutrition can help one choose foods that meet his/her nutritional need.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
The Meaning of Nutrition Factors Influencing Nutrient Needs and Food Choices An Adequate Diet A Balanced Diet The Basic Four Food Groups RDA Influence on Health	1. Read one or more of the identified references or resources. 2. View an audiovisual on good nutrition. 3. Discuss the following questions: What is nutrition and how does it affect the quality of life? What is an adequate diet? What is a balanced diet? What nutrients are essential to human life? What is the key nutrient concept? What are the three major functions of food? Why are the RDA and U.S. RDA valuable tools for good nutrition? What are the basic food groups and how are they used to secure a balanced diet? What are some problems that may result if the basic four food groups on balanced diet concept is not understood? 4. Invite a doctor, coach or nutritionist to class to discuss "Nutrition and Its Relationship to Good Physical and Emotional Health." 5. Prepare a chart indicating columns for each of the basic food groups. In each column list at least five foods found in that group. At the bottom of each column indicate the chief nutrients contributed to the diet by each group. 6. Prepare a mobile illustrating foods from each of the basic food groups. 7. Prepare a collage on the "Basic Food Groups." 8. Note to teacher: Refer to teacher resource books for handouts and additional activities.	Audio-Visuals I.2 Books B.7: pp. 75-90 B.9: pp. 44-68 B.2: pp. 8-12 B.13: pp. 25-43, 51-67 B.17: pp. 384-396 B.9: pp. 14-20 B.5: pp. 990-992 Computer Programs J.8 I.96 Curriculum Guides A.4: Folder #1 Resource Guides C.1: pp. 36-38 Student Activity Guides D.1: pp. 15-18

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Relation of Diet to Health and Appearance

COMPETENCY: 7: The learner will evaluate the relationship of diet and lifestyles to nutritionally related health problems.

INSTRUCTIONAL OBJECTIVES:

7.1 Explain how an inadequate diet and/or a stressful lifestyle can result in serious disease or disorder.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Relationship of Diet to Physical, Mental and Emotional Health Diseases and Disorders resulting from Deficiencies or Excesses of Nutrients Coronary Heart Disease Dental Cavities Iron Deficiency Effects of Alcoholism and Drug Abuse Emotions and Digestion	1. Research the following topics and report to class: Diet related diseases and disorders such as: Coronary heart diseases Obesity Anorexia Nervosa Bulmia Ulcers Osteoporasis Disorders and how they can be prevented, alleviated, or controlled. Note to teacher: These reports could be assigned to selected students. 2. Read the article, "That Mysterious Ailment May Be a Food Allergy." 3. Develop some realistic guidelines to help teenagers improve their diets and daily habits so as to avoid many of the diet-related diseases or disorders. 4. View a filmstrip on food practices and problems throughout the world. 5. Read recommended reference and discuss how stress, alcohol and drugs can affect the body's utilization of food. 6. View a video-tape or filmstrip on food related disorders.	Audio-Visuals I.92 I.96 Books B.7: pp. 70-73 B.9: pp. 64-73 B.6: pp. 22-27 B.5: pp. 90, 281, 524-541, 548, 556-575, 1139-1145, 1635-1662, 1697-1709, 2129-2133 Periodicals F.7 F.2

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Meal Planning to Meet Nutrient Requirements

COMPETENCY: 8: The learner will demonstrate use of nutrition principles when planning meals to meet dietary needs.

INSTRUCTIONAL OBJECTIVES:

8.1 Determine one's nutritional requirements.
8.2 Evaluate one's nutritional intake.
8.3 Apply nutrition information to your food choices.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Determining Nutritional Needs Evaluating Nutritional Intake Meal Patterns Planning Meals to Meet Dietary Requirements	1. Read one or more of the recommended references. 2. Discuss: What happens if you get too much of a nutrient that is stored by the body? What happens if you get too much of a nutrient that is not stored by the body? How to use the RDA to determine an individuals nutritional requirements based on age, sex and activity. How to select foods to assure an adequate nutrient intake. 3. Keep a diary of the food you eat for seven consecutive days, using the "Food Record For a Day" (included). Be sure to write down all the foods you eat and drink, including snacks. What happens if you get too much of a nutrient that is not in the body? How to use the RDA to determine an individual's nutritional requirements based on age, sex and activity. How to select foods to assure an adequate nutrient intake. 4. Keep a diary of the food you eat for seven consecutive days, using the "Food Record For a Day" (included). Be sure to write down all the foods you eat and drink, including snacks. First, evaluate your diet to determine whether it included an adequate number of servings from each food group each day. Secondly, calculate and record your nutrient intake for the seven days on the "Form for Recording Nutrient Intakes," (Food for Today Teacher's Guide). Use the "Nutritive Values of the Edible Portions of Foods," (Appendix D-Food for Today, or Appendix C-Guide to Good Food,) to determine your nutrient intake. Answer the following questions: In what nutrients is your diet adequate? What nutrients are you receiving in excess? What nutrients are not supplied in sufficient amounts? What foods would help to balance your diet?	Audio-Visuals I.76 I.70 I.72 I.67 Books B.7: pp. 30-36, 85-88 B.5: pp. 801-989, 1378-1382 Computer Programs J.11 J.7 Curriculum Guides A.4: Folder #3 Resource Guides C.1: pp. 37-38

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

What consequences may result if you continue to follow this pattern of eating?

5. View a filmstrip on the principles of meal planning.

6. Plan your ideal menu for a day using any pattern of meals you wish. Be sure to note serving sizes. Evaluate the menu using the "Diet Analysis Worksheet." Does the menu provide enough nutrients to adequately meet your nutritional requirements? If not, indicate how it should be improved.

7. Plan your food intake for a week. Evaluate this using the "Diet Analysis Worksheet." In what ways can this be improved and why should it be improved?

8. Using computer program, evaluate food intake and menu plans.

9. Note to teacher: Use teacher's resource book for handouts.

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Meal Planning to Meet Nutrient Requirements

COMPETENCY:

9: The learner will plan, prepare and serve nutritious snacks.

INSTRUCTIONAL OBJECTIVES:

9.1 Demonstrate skill in planning, preparing and serving snacks that are nutritious, as well as, attractive and appetizing.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Snacking as a Way of Life For Active Families For Nutrition Snacks for Children Nutrient Content Caloric Content Snacks for Teens Social Connotation Nutrition Caloric Content Snacks for Adults	1. Work together in groups of two or three to prepare a display, bulletin board or collage on "Nutritious Snacks for Teens." 2. Search available cookbooks, magazines and newspapers to find recipes and ideas for nutritious snacks that appeal to children, teens and adults and are quick and economical to prepare. 3. Working in pairs, prepare several different snacks in class. Evaluate these for nutritional content, appetite appeal, taste, preparation time required. (Use attached score sheet for this.) 4. Use computer program to evaluate snack choices.	Audio-Visuals I.55 I.71 I.20 I.36 Books B.7: pp. 88, 112, 248-249, 306 B.9: pp. 58, 276 B.1: pp. 368-369 B.5: pp. 1997-1998 B.18: pp. 313-320 Computer Programs J.6 Periodicals F.3

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Meal Planning to Meet Nutrient Requirements

COMPETENCY 10: The learner will plan, prepare and serve breakfast foods that are easy and quick to prepare, and high in nutritional value.

INSTRUCTIONAL OBJECTIVES:

10.1 To develop an understanding of the importance of including breakfast in the daily meal plan.
10.2 To develop skill in planning, preparing and serving breakfast foods that are easy to prepare and serve, yet still high in nutrition.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Importance of Breakfast in Meeting Nutritional Requirements Breakfast Foods Foods That are Simple and Easy to Prepare for Breakfast	1. Read one or more of the recommended resources. 2. Discuss the importance of eating breakfast each day. 3. Search books, magazines, newspapers, recipe books, etc. to locate recipes and ideas for breakfast that can be prepared and eaten quickly at home or on the go. 4. Working with lab partners, prepare several of the foods in class. Evaluate these for nutritional content, appetite appeal, taste, and preparation time required.	Audio-Visuals I.10 I.13 Books B.7: pp. 85, 412 B.9: pp. 273-274 B.17: pp. 398-399 B.1: pp. 366-367 B.14

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Organization and Management of Kitchen Facilities

COMPETENCY: 11: The learner will recognize kitchen work centers and storage spaces.

INSTRUCTIONAL OBJECTIVES:

11.1 Identify kitchen work centers and storage areas.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Kitchen Organization Work Centers	1. View transparencies. Listen to a discussion of the three basic work areas in a kitchen and the different activities that occur in each. 2. View a filmstrip on kitchen work centers and triangles. 3. Analyze the work triangles in the foods laboratory and evaluate them in terms of their efficiency. 4. Analyze your kitchen at home and indicate what changes you would make in the way food and equipment are stored to make it more efficient. 5. Draw a diagram of your idea of an ideal kitchen, show location of work centers, and identify the work triangle.	Audio-Visuals I.51 Books B.9: pp. 105-108 B.7: pp. 126-132 Booklets G.7 Resource Guides C.1: pp. 45-47

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Organization and Management of Kitchen Facilities

COMPETENCY: 12: The learner will identify principles of organization and management of kitchen facilities.

INSTRUCTIONAL OBJECTIVES:

12.1 Evaluate basic types of kitchens.
12.2 Understand electrical safety in the kitchen.
12.3 Make use of kitchen to meet ones needs.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Kitchen Floor Plans Storage and Work Space Kitchen Design Ventilation Counter Tops Floor Coverings Wall Coverings Lighting Electrical Wiring Special Accessories	1. Select five magazine pictures of kitchens which appeal to you. Write a short paper describing the basic floor plan and overall efficiency of each of the kitchens. 2. Visit a hardware store or home improvement center. Obtain brochures, catalogs and samples of countertops, floor coverings and wall coverings that are suitable for kitchens. Discuss the advantages and disadvantages of the various materials. 3. Make a kitchen design scrapbook. Include magazine photographs which illustrate different uses of wall coverings and countertops. 4. Analyze the design of the kitchen in your home, noting both the positive and negative aspects. Draw plans to show how you would remodel your kitchen. Include wall and floor covering samples and photographs of new appliances. 5. Take a field trip to a mobile home and/or model home to study kitchen designs. Evaluate these in terms of overall efficiency and attractiveness. Note to teacher: Refer to teacher resource books for handouts and other activities.	Audio-Visuals I.51 Books B.9: pp. 108-126 B.7: pp. 132-138 Booklets G.7 Resource Guides D.1: pp. 29-30 Student Activity Guides C.1: pp. 48-49 C.3: pp. 29-36

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Organization and Management of Kitchen Facilities

COMPETENCY:

13: The learner will select, use and care for major and portable appliances used for food preparation and storage.

INSTRUCTIONAL OBJECTIVES:

13.1 Recognize quality features in major and portable appliances.
13.2 Recognize which appliances are the most energy efficient.
13.3 Use and care for appliances and equipment properly.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Equipment Used in Food Preparation and Storage Major Appliances Ranges Refrigerator/Freezer Use Care Energy Conservation Microwave Ovens Portable Appliances Use Care Safety Energy Conservation	1. Read one or more of the recommended references. 2. View filmstrip or video tape on major appliances. 3. View filmstrip or video tape on portable appliances. 4. Research consumer magazines for articles about major appliances. Identify major features that maybe needed and used by most people. 5. Have students select one large appliance and make a poster and accompanying booklet describing the use, care and safety practices. 6. Conduct an "Appliance Sale" using students as sales persons, describing various appliances in terms of use, material, care and safety practices. 7. Use warranties from appliances. Compare coverage and limitations. Discuss provisions made for in the warrants. Compare correct usage with incorrect usage in terms of the provisions warranties. 8. Compare cost and efficiency of different pieces of equipment. Ask for several volunteers to perform the same task, using different pieces of equipment. For example, students might chop equivalent quantities of nuts or celery using each of the following: Paring knife French knife Slicing knife Nonelectrical nut chopper (for nuts) Blender Food processor Help students compare the time (including cleaning time) and the energy (human and electrical) costs of performing the task with the different pieces of equipment. The end-condition of the product should also be compared. Summarize results and draw conclusions about the factors to be considered in choosing equipment for food preparation.	Audio-Visuals I.9 I.86 I.38 I.84 I.87 I.49 I.53 I.59 I.19 Books B.9: pp. 114-134 B.7: pp. 140-160 B.17: pp. 41-46 B.10: pp. 341-345 B.1: pp. 327-332 Resource Guides C.1: pp. 53-54, 85-88 C.3: pp. 29-36

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

9. Work in small groups (2 or 3) to demonstrate the use and care of selected appliances, such as:

    Electric skillet
    Microwave oven
    Standard mixer
    Food processor
    Convection oven
    Electric blender
    Pressure cooker

    Note to teacher: Have students prepare a food item in their demonstration.

10. Note to teacher: Refer to teacher resource books for handouts and additional activities.

COURSE: Foods and Nutrition - Semester 1

UNIT TITLE: Organization and Management of Kitchen Facilities

COMPETENCY: 14: The learner will select, use and care for cookware and food preparation tools.

INSTRUCTIONAL OBJECTIVES:

14.1 Identify a variety of cookware and food preparation tools.
14.2 Recognize quality features in cookware and food preparation tools.
14.3 Select the appropriate cookware and preparation tools for the task to be completed.
14.4 Use and care for the equipment properly.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Factors to Consider Before Choosing Food Preparation Tools Types Uses Cooking and Baking Utensils Materials Used Construction How to Select, Use and Care For	1. Read one or more of the recommended references. 2. View a filmstrip, video tape, etc. on cooking utensils. Discuss factors to consider when selecting these. 3. Prepare a display or bulletin board on "Small Kitchen Tools." Give a brief description of each tool and explain how to use it. 4. Take a field trip to the housewares section of a department store. List the types of cooking and baking utensils that are available. Compare features and prices. Make a list of needed cooking and baking utensils for a single person living alone for the first time. 5. Investigate the types of materials that are used in the construction of cookware. Compare the pros and cons of cooking with each. 6. Study recipes and list the equipment needed for preparing the product. Locate the items in the foods lab. Display them along with the recipe and a tray. Have classmates evaluate the accuracy of your choices. Note to teacher: You may want to select several recipes ahead of time for the students to choose from, in order to give them the desired experience. 7. Play an equipment identification game such as bingo. The names of the equipment can be placed on a card. Flash cards on which enlargements of the utensils have been placed, can be held up for all students to see. If they have the name on their card, they should cover it. Continue until bingo is called. 8. Working in small groups, demonstrate how to use and care for selected utensils properly. Example: Chef's knife Vegetable peeler Food mill Pastry blender Melon-ball cutter, etc. Note to teacher: Refer to teacher resource books for handouts and additional activities.	Audio-Visuals I.50 I.49 Books B.7: pp. 140-144, 209-222 B.9: pp. 134-145 B.17: pp. 27-40 B.1: pp. 321-326 Resource Guides C.1: pp. 50-52, 70-73 C.3: pp. 29-36

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Management of Resources in Food Preparation and Service

COMPETENCY: 15: The learner will interpret the use of time, energy and money in the management of meals.

INSTRUCTIONAL OBJECTIVES:

15.1 Save time and energy in the kitchen.
15.2 Organize and simplify meal preparation.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Alternatives to the Use of Time and Energy Money Skills Convenience Foods Work Simplification Making a Schedule	1. List the factors which determine the amount of time needed for planning and preparing a meal. 2. Discuss how the following resources can save time and/or energy: Money Skills Convenience foods 3. Working with lab group, prepare one of the following: Fudge brownies from scratch Fudge brownies from a packaged mix Fudge brownies from a commercial refrigerated dough Compare the three products with bakery fudge brownies and commercial ready-made fudge brownies. Compare cost per serving, preparation time, flavor, texture and appearance of each product. 4. List five convenience foods used in your home within the past week. Describe how the food was used. Was it an alternative to the use of time and energy? If so, how? 5. Working with lab group, complete the following: Choose a meal you would like to prepare. Write a menu and obtain the needed recipes. Prepare a time-work schedule for the meal. Prepare the meal. Evaluate the meal. Discuss any scheduling problems you may have had and ways in which these problems could be corrected. Note to teacher: Refer to teacher resource books for handouts and additional activities.	Audio-Visuals I.76 I.54 I.72 Books B.7: pp. 257-259 B.9: pp. 282-289 B.10: pp. 345-346 Resource Guides C.1: pp. 89-91 C.3: pp. 63-66 Student Activity Guides D.1: pp. 66-70

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Management of Resources in Food Preparation and Service

COMPETENCY:

16. The learner will describe practices which provide for safety and sanitation in the preparation and service of food.

INSTRUCTIONAL OBJECTIVES:

16.1 Recognize safety hazards in the kitchen.
16.2 Use safety practices to prevent accidents in the kitchen.
16.3 Recognize the causes of food-borne illnesses.
16.4 Know how to prevent food-borne illnesses.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
How to Prevent Accidents in the Kitchen Food-Borne Illnesses Keeping Food Safe Personal Hygiene Kitchen Cleanliness Preventing Food Contamination Preventing Food Spoilage	1. Read one or more of the recommended references. 2. View a filmstrip or computer program on sanitation and safety practices to follow when handling food. 3. Have food service manager discuss with the class the sanitation and safety procedures that are followed in the school cafeteria and the importance of following these practices. 4. Do a report on the most common types of food-borne illnesses, what causes each to occur, and how each can be prevented. 5. Formulate a list of sanitation and safety standards which can be practiced in the foods laboratory. 6. Demonstrate how to use the fire extinguisher in the classroom. 7. Conduct a safety check of the kitchens in the home economics department. 8. Demonstrate simple first aid procedures for cuts, burns and falls. 9. Role play a cooking activity using unsafe cooking practices. Have students list the safety rules that are broken. 10. Note to teacher: Refer to teacher resource books for additional activities.	Audio-Visuals I.74 I.81 I.32 Books B.9: pp. 75-89 B.7: pp. 192-208 B.16: pp. 252-260 B.5: pp. 604-610, 619-620 Computer Programs J.2 Resource Guides C.1: pp. 60-69 C.3: pp. 21-25 Student Activity Guides D.1: pp. 19-23

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Management of Resources in Food Preparation and Service

COMPETENCY: 17: The learner will interpret the meanings of words, symbols, abbreviations and directions given in recipes.

INSTRUCTIONAL OBJECTIVES:

17.1 Know the meanings of words, symbols and abbreviations used in recipes.
17.2 Evaluate and use recipes successfully.
17.3 Describe different cooking methods and demonstrate the ability to use each appropriately.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Learn Basic Food Terms Symbols and Abbreviations Measuring Techniques Basic Equivalents Following Recipes Substitutions Preparing Food for Cooking Cooking on Top of the Range Cooking in the Oven or Broiler	1. View a filmstrip on understanding recipes, cooking terms, etc. 2. Bring assorted recipes to class. Discuss how ingredients are listed; how preparation steps are given in different recipes. Determine which format is easiest to follow. 3. Work in one of six groups. Demonstrate to class how to measure one of the following correctly: Flour Fat Granulated sugar Brown sugar Powdered sugar Liquid 4. Use computer software program to review measuring techniques. 5. Demonstrate the preparation of a simple recipe that includes measuring liquid, dry and solid ingredients. A cookie or muffin recipe would be appropriate. 6. Select a recipe and write down the amounts of ingredients you would use if you doubled the recipe; divide the recipe. 7. Demonstrate various methods of cutting food such as: Paring, Scraping, Slicing, Cubing, Dicing, Chopping, Shredding, Grating, Mincing, Mashing, Coring, Wedging, Trimming 8. Design a crossword puzzle or bingo game on cooking terminology. 9. Complete the activity on "Reading, Following and Adapting Recipes." The teacher should give each student a copy of a recipe. Point out the parts. Ingredients and amounts Directions for mixing or combining Tests for doneness Number of servings Pan size Cooking temperature and time	Audio-Visuals I.75 I.73 I.95 I.57 Books B.7: pp. 223-252 B.16: pp. 116-127 B.17: pp. 48-66 Computer Programs J.1 Resource Guides C.1: pp. 74-84

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

Answer these questions about the recipe:

What do you have to do before you start the first step?

What care does the cooking utensil require?

How are the yields given?

What substitutions can be made, if any?

How would this food be served?

What other foods could be combined with this one in order to make a balanced meal?

Select a recipe, copy it on the attached recipe worksheet, complete the sheet as instructed.

10. Demonstrate the preparation of a quick bread - substituting self-rising flour for plain flour.

11. Discuss recipe modifications that have to be made at high levels.

12. Practice increasing or decreasing recipes.

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Management of Resources in Food Preparation and Service

COMPETENCY: 18: The learner will select, prepare and serve quick breads and cereal products.

INSTRUCTIONAL OBJECTIVES:

18.1 Identify different kinds of grain products.
18.2 Buy and store grain products correctly.
18.3 Use correct cooking methods for grain products.
18.4 Recognize the roles ingredients play in baking.
18.5 Use correct techniques for preparing quick breads.
18.6 Select proper equipment for baking breads.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Cereal Kinds of Cereals Principles of Cereal Cookery Preparation of Cereal, Rice and Pasta Products Baked Products Ingredients Mixing Methods Quick Breads Principles of Quick Bread Preparation Preparation of Biscuits Preparation of Muffins Preparation of Popovers Ways to Serve Cereal and Bread Products	1. View a filmstrip on how to select, plan, prepare and serve bread and cereal products. Discuss: The principles of cereal cookery. The meaning of gluten. How bread flour, all-purpose flour and cake flour differ. The function of each of the following ingredients in baked products: Flour Sugar Fat Leavening agents Liquid Egg The ingredients that are used in the following baked products? Biscuits Muffins Popovers Cream Puffs The three general mixing methods and when each is used. Why quick breads should not be over-mixed. 2. Demonstrate the preparation of homemade muffins. Remove one sample batter from the mixing bowl at the under-mixed stage. Remove a second sample when the batter has reached optimum stage. Continue to mix the remaining batter several minutes longer. After baking, compare appearance, grain and eating quality of the three groups of muffins. Discuss findings. 3. Work in groups. One group prepare homemade rolled biscuits, another group prepare rolled biscuits from a commercial baking mix, and a third group prepare refrigerated rolled biscuits. Compare the appearance, grain, eating quality and cost of each. 4. Prepare a buffet brunch featuring quick breads. Prepare muffins, biscuits, popovers and coffee cakes. Evaluate the products using selected evaluation criteria.	Audio-Visuals I.12 I.5 I.40 I.11 Books B.7: pp. 422-441, 453 B.9: pp. 324-345 B.17: pp. 280-288 B.10: pp. 354-358 Resource Guides C.1: pp. 136-140 C.3: pp. 73-78 Student Activity Guides D.1: pp. 77-82

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

5. Work with a small group. Prepare one of the following cereal products:

   Regular oatmeal
   Quick cooking oatmeal
   Farina
   Yellow cornmeal
   Cream of rye
   Cream of rice
   Hominy
   Hominy grits
   Bulgur
   Barley

   Using chart form, record cooking time, appearance, flavor and degree of swelling. Discuss findings.

   Note to teacher: Refer to teacher resource books for handouts and additional activities.

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Management of Resources in Food Preparation and Service

COMPETENCY: 19: The learner will select, prepare and serve dairy products.

INSTRUCTIONAL OBJECTIVES:

19.1 Make wise decisions when buying and using dairy foods.
19.2 Store dairy foods correctly to conserve their nutrients and flavor.
19.3 Choose the correct procedures for cooking milk and cheese.
19.4 Serve cheese and milk products in a variety of ways.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Purchasing and Storing Dairy Products Principles of Milk Cookery Cooking with Milk and Cream Frozen Desserts Cooking with Cheese Ways to Serve Milk and Cheese Products	1. View a filmstrip or video tape that discusses the purchasing and preparation of dairy products. 2. Listen to the teacher discuss the following: How the following undesirable reactions can be avoided when heating milk: scum formation, boiling over, scorching and curdling. The changes that take place when heavy cream is whipped and why milk and light cream will not behave the same way. The cooking principles important in the preparation of a white sauce. The difference between ice cream, sherbet, parfait and mousse. 3. Work with a laboratory group; prepare hot cocoa beverages. One group should use fresh fluid whole milk, another should use reconstituted non-fat dry milk and a third group should use evaporated milk. Sample and evaluate each product from the standpoint of differences in appearance, texture and flavor. Which do you prefer and why? 4. Work with your laboratory group; prepare one of the following puddings: Vanilla cornstarch pudding Tapioca pudding Rice pudding with raisins Bread pudding Taste and evaluate each product. Discuss the important cooking principles that apply to each of these products. 5. Work with your laboratory group; place two pieces of bread on a cookie sheet. Place one slice of cheddar cheese on one piece of bread and one slice of pasteurized processed cheese on the other; cut each piece of bread into quarters; place them in an oven set at 325°F. Remove one quarter from each piece of bread after five minutes, another after ten minutes, another after fifteen minutes and the last after twenty minutes. Evaluate appearance, flavor and texture. Discuss the principles of cheese cookery. 6. Review facts learned by completing the crossword puzzle on milk terminology. Note to teacher: Refer to teacher resource books for handouts and additional activities.	Audio-Visuals I.62 I.63 I.18 Books B.7: pp. 330-345 B.9: pp. 348-361 B.17: pp. 127-143 B.1: pp. 309-312 B.5: pp. 1459-1504 Booklets G.11 Resource Guides C.1: pp. 112-114 C.3: pp. 79-83 Student Activity Guides D.1: pp. 83-85

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Management of Resources in Food Preparation and Service

COMPETENCY: 20: The learner will select, prepare and serve fruits and vegetables.

INSTRUCTIONAL OBJECTIVES:

20.1 Buy and store fruits and vegetables properly.
20.2 Decide how to serve fruits and vegetables in a variety of ways.
20.3 Understand how cooking affects nutrients, flavor and appearance of fruits and vegetables.
20.4 Choose the correct cooking methods for fruits and vegetables.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Buying and Storing Fresh Fruits and Vegetables Buying and Storing Canned, Frozen and Dried Fruits and Vegetables Preparation of Raw Vegetables and Fruits Vegetable and Fruit Cookery Methods Serving Vegetables and Fruits	1. View a filmstrip on the purchasing, storage and preparation of fruits and vegetables. 2. Select a number of vegetables which often are served raw. Demonstrate how to clean them properly and cut them into attractive shapes for serving. Arrange them on a tray and serve with an appropriate dip. 3. Work with your laboratory group; prepare a vegetable which is available in fresh, frozen and canned forms. Prepare the products according to the principles of vegetable cookery. Evaluate the products comparing appearance, color, texture and flavor. Decide which you prefer and why. 4. Work in laboratory groups to prepare assorted vegetables using selected recipes. Set up a vegetable buffet using the prepared vegetables. Evaluate the color, flavor and texture of each cooked product. Note to teacher: This is an excellent way to introduce students to vegetables they have not tasted before. 5. Work in laboratory groups to prepare a variety of cooked fruits using each of the fruit cookery methods. Serve the fruits buffet style. Record your comments after tasting each fruit. Discuss in class. Note to teacher: Use handouts from teacher resource books.	Audio-Visuals I.39 I.41 I.4 Books B.7 B.9: pp. 364-378 B.6: pp. 94-112 B.17: pp. 86-108, 242-259 B.10: p. 354 B.1: pp. 303-306 B.5: pp 1013-1045, 2146-2187 Resource Guides C.1: pp. 101-110 C.3: pp. 84-89 Student Activity Guides D.1: pp. 86-91

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Management of Resources in Food Preparation and Service

COMPETENCY: 21: The learner will select, prepare and serve meat, poultry, and seafood.

INSTRUCTIONAL OBJECTIVES:

21.1 Identify different kinds of meat, poultry and seafood.
21.2 Make economical, nutritious choices when shopping for meat, poultry or seafood.
21.3 Store meat, poultry and seafood properly.
21.4 Choose the correct cooking method for meat, poultry and seafood.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Meats Guidelines to Follow When Selecting Principles of Meat Cookery Methods of Meat Cookery Poultry Buying Guidelines Principles of Poultry Cookery Methods of Poultry Cookery Seafood Guidelines for Purchasing Principles of Finfish Cookery Principles of Shellfish Cookery Methods of Seafood Cookery Ways to Serve Meats, Poultry, and Seafood	1. View a filmstrip on the selection, purchase, storage and preparation of meats, poultry and seafood. Discuss. 2. Go on a fild trip to the meat and seafood section of a supermarket. Identify different cuts of meats and different kinds of finfish and shellfish available. Record pricing information so that this can be used later to compare costs per serving of different cuts and kinds of meats. Locate recipes for cooking these different cuts of meat. 3. Broil, panfry and braise three identical pork chops. Evaluate overall appearance, flavor, tenderness and juiciness of the cuts of meat. 4. Demonstrate how to cut up a chicken; prepare these pieces of chicken by each of the following techniques: Panfrying Broiling Deep-fat frying Pressure frying Evaluate overall appearance, flavor, tenderness and juiciness of the pieces of chicken. 5. Review information and meat cuts, preparation and serving, using a game! 6. Design and/or complete a crossword puzzle, etc. and the selection, preparation and service of meats, poultry and seafood. Note to teacher: Use handouts from teacher resource books.	Audio-Visuals I.3 I.14 I.43 I.47 I.48 Books B.7: pp. 346-393 B.9: pp. 290-300 B.17: pp. 171-241 B.5: pp. 180-184, 720-741, 1382-1426, 1807-1810, 1822, 1832 Resource Guides C.1: pp. 115-131 C.3: pp. 67-72 Student Activity Guides D.1: pp. 71-74

COURSE: Foods and Nutrition - Semester 1

UNIT TITLE: Management of Resources in Food Preparation and Service

COMPETENCY: 22. The learner will select, prepare and serve eggs creatively.

INSTRUCTIONAL OBJECTIVES:

22.1 Buy eggs wisely.
22.2 Store eggs correctly.
22.3 Use correct methods for cooking eggs.
22.4 Use proper techniques for beating egg whites.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Eggs Guidelines for Buying and Storing Eggs as Ingredients Principles of Egg Cookery Methods of Egg Cookery Ways to Serve Eggs	1. Read one or more of the recommended references. 2. View a filmstrip, video tape, etc. on the selection, storage, preparation and service of eggs. 3. Work with laboratory group. Prepare eggs by one of the basic preparation methods. Evaluate the cooked products. Note to teacher: Divide the class into laboratory groups; have them plan two lunch and two dinner menus around main dishes made with eggs. Have them prepare one of the meals in class. Refer to teacher resource books for handouts and additional activities.	Audio-Visuals I.95 I.44 Books B.7: pp. 394-407 B.9: pp. 308-323 B.17: pp. 156-170 B.5: pp. 636-646 Resource Guides C.1: pp. 132-135 C.3: pp. 67-72 Student Activity Guides D.1: p. 75

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Management of Resources in Food Preparation and Service

COMPETENCY: 23: The learner will plan, prepare and serve cookies, cakes and frostings.

INSTRUCTIONAL OBJECTIVES:

23.1 Identify different kinds of cookies, cakes and frostings.
23.2 Use correct methods for preparing cookies, cakes and frostings.
23.3 Store cookies and cakes properly.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Cookies Kinds of Cookies Ingredients Mixing Methods Equipment Used to Make Cookies Storage Cakes Ingredients and Mixing Methods Principles of Cake Preparation Preparation of Shortened Cakes Frosting a Cake	1. View a filmstrip on the preparation of cookies. Discuss in class. 2. View a filmstrip on the preparation of cakes. Discuss in class. 3. Prepare cookies that belong to one of the six main groups of cookies. Set up a sample table; have students taste and evaluate the cookies. 4. Working with a laboratory group, prepare one of the following chocolate chip preparations in class: Made from scratch Made from a cookie mix Made from a cake mix Made from a commercial refrigerated dough Compare these home-baked cookies with at least two brands of commercially prepared chocolate chip cookies. Compare appearance, flavor, texture and cost. 5. Observe a demonstration on the preparation of a cake by the conventional method and by the quick-mix method. Compare appearance (exterior and interior), volume, texture and flavor. Discuss what differences are apparent. 6. Observe a demonstration on the correct procedures for frosting a cake. 7. Prepare a shortened cake using a pre-selected recipe. Frost and evaluate the cakes according to established evaluative criteria. Note to teacher: Refer to teacher resource materials for handouts and additional activities.	Audio-Visuals I.16 I.23 Books B.7: pp. 452-464 B.9: 389-394, 398-400 B.17: pp. 328-351 Resource Guides C.1: pp. 153-164 C.3: pp. 90-96 Student Activity Guides D.1: pp. 92-94

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Management of Resources in Food Preparation and Service

COMPETENCY: 24: The learner will identify factors that influence the selection of table appointments, decorations, methods of service and table settings.

INSTRUCTIONAL OBJECTIVES:

24.1 Choose different kinds of dinnerware, flatware and glassware and identify selection factors applicable to each.
24.2 Demonstrate how to set the table appropriately.
24.3 Demonstrate the appropriate manners to use when serving and eating a meal.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Appointments Use for Serving Food Table Linens Centerpiece Flatware Glassware Dinnerware Table Setting Table Manners Forms of Meal Service Formal Informal	1. View a filmstrip or video tape on selecting tableware and/or table setting. 2. Read and complete an assignment on serving meals. Be prepared to: Identify the different kinds of dining areas and the advantages and disadvantages of the main three types of eating areas. Identify the different kinds of dinnerware, flatware and glassware and list the selection factors applicable to each. Describe different kinds of meal service and the advantages and disadvantages of each. Demonstrate how to set tables appropriately for different types of meals. 3. Find pictures of a variety of dining areas. Identify type, style and color scheme of each. 4. Compare flatware made of sterling silver, silver plate and stainless steel. List the advantages and disadvantages of each material. 5. Choose three combinations of glassware, dinnerware and flatware patterns. One combination should be very formal. One should be semiformal to formal. One should be very casual. Include pattern names, manufacturers' names and price information. 6. Note to teacher: Bring to class samples of several kinds of fabrics used in the manufacture of table linens. Using samples of fabrics used in the manufacture of table linens, test each fabric's resistance to shrinking, fading and burning. 7. Find magazine pictures of different table linens. Note the dinnerware, flatware and glassware used with each. Do they harmonize? If not, how could each setting be changed so that all the elements will harmonize? 8. Role play appropriate and inappropriate table behavior. 9. Using a given menu, demonstrate the appropriate table setting. Have class evaluate the setting. 10. Using a computer software program, review the principles of place setting, meal service and table manners. 11. Invite a florist to demonstrate table arrangements for various occasions.	Audio-Visuals I.82 Books B.7: pp. 267-281 B.9: pp. 146-167 B.10: pp. 358-362 Resource Guides C.1: pp. 96-100

COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Management of Resources in Food Preparation and Service

COMPETENCY: 25: The learner will plan, prepare and serve a well-balanced meal incorporating appropriate planning, preparation, serving and cleaning practices.

INSTRUCTIONAL OBJECTIVES:

25.1 Apply nutrition knowledge to meal planning.
25.2 Select appropriate tools, equipment and supplies for preparing and serving a meal.
25.3 Use basic principles of management to prepare and serve a meal.
25.4 Conserve natural resources when preparing the meal.
25.5 Choose appropriate tableware and linens for the meal.
25.6 Set the table and serve the meal.
25.7 Use good manners while eating.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Planning, Preparing and Serving a Meal Menu Recipes Market Order Time Schedule Table Setting and Service Plan Cleaning Schedule	1. Work with laboratory group to plan, prepare and serve a formal meal, incorporating the information learned and skills developed earlier in the course. Evaluate using the forms provided with test item 020-00-01.	Books B.7 B.9

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Trends and Development in Foods and Nutrition

COMPETENCY:

26: The learner will analyze scientific and technological developments in the food industry.

INSTRUCTIONAL OBJECTIVES:

26.1 Identify new developments in the food industry.
26.2 Recognize the risk and benefits of food additives and supplements.
26.3 Identify agencies involved in keeping foods safe to eat.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Identification of New Foods Imitation Foods Fabricated Foods Recent Developments in Processing Meats Vegetables Milk Additives and Supplements Common Types Need For Regulations Governing Risks vs Benefits Pesticides	1. Research periodicals to find information on the most recent developments in food products and production. Imitation Foods Fabricated Foods Report findings to class. 2. View audio-visual on food technology. 3. Read labels to identify and analyze foods that are fabricated. Include snack foods such as fruit rolls and breakfast bars. What ingredients might be harmful to some people? 4. During a field trip to a local food processing plant, look for evidences of scientific and technological advances which contribute to the availability of products for consumers. 5. Use resources in the laboratory to identify the changes during the last 25 years in techniques for freezing, drying, canning and maintaining fresh food qualities. 6. Write to various food companies for information about their research and technical development programs. Explain to the class the data you receive. 7. Distinguish between food additives which have been shown to be safe from those which have been inadequately tested or shown to be harmful. Provide, or have students provide, a variety of food labels and packages. Direct students to study this material and record the names of various food additives. Using references such as Eater's Digest, The Consumer's Factbook of Food Additives by Michael Jacobson (available from the Center for Science in the Public Interest, 1755 South St., N.W., Washington, D. C. 20009) or other current materials, assist students in identifying the harmless additives and the most common questionable ones. Note to teacher: Provide materials so that students may make posters or charts to summarize their findings. Folders which could be easily taken along to the grocery might be even more helpful.	Books B.7: pp. 20-26 B.6: pp. 28-30 B.13: pp. 347-349, 354-357, 365-373 B.5: pp. 8-19, 259, 1398, 1747, 2162 Audio-Visuals I.102 I.2 I.31

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
	8. Work in a group of students to research pesticides: what is being used presently, what has been banned recently and why they can no longer be used. 9. Investigate the various government and state agencies concerned with the development of new procedures for processing food.	

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Trends and Development in Foods and Nutrition

COMPETENCY: 27: The learner will analyze the affects associated with world hunger and possible citizen involvement.

INSTRUCTIONAL OBJECTIVES:

27.1 Identify the causes of world hunger.
27.2 Identify the problems that result from world hunger.
27.3 Describe ways in which society can help alleviate world hunger and the problems associated with it.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
World Hunger Causes Affects Possible Solutions	1. View an audio-visual on the world food situation. 2. Research and report on food problems in underdeveloped countries. 3. Discuss the implications that food problems around the world have for us. 4. Analyze ways of solving the food problems in underdeveloped countries with emphasis on what individuals can do.	Books B.7: p. 34 B.8: pp. 2344-2355 B.13: pp. 428-433 Audio-Visuals I.104 I.2

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Management of the Food Dollar

COMPETENCY: 28: The learner will analyze budgeting patterns and buying practices involved in management of the food dollar.

INSTRUCTIONAL OBJECTIVES:

28.1 Explain the relationship between food supply and food prices.
28.2 Identify and utilize grocery shopping guidelines effectively.
28.3 Make careful decisions when shopping for food.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Factors to Consider When Planning the Food Budget Planning for Grocery Shopping Planning Meals Ahead Making a Shopping List Shopping for Food When and Where Comparative Shopping Coupon Usage Guidelines for Buying Foods Advertising Unit Pricing Open Dating Food Labeling Universal Product Code	1. Take pretest on managing the food dollar. 2. View a filmstrip on managing the food dollar. Discuss. 3. Select a food type (milk, bread, cereal) or a particular food (chicken, tomatoes, chocolate chip cookies) and do the following: Visit a grocery store or use a newspaper advertisement to identify different forms of the assigned food and note price and size of the market unit sold. Calculate the number of servings one might get for a dollar from two different food forms. For example, fresh skim milk compared to dried milk, or fresh tomatoes as compared to canned tomatoes. After having done several comparisons, discuss reasons for variations. Point out that food costs are influenced by such factors as packaging, storage requirements, adequacy of supply and advertising. Note: This information may be used for bulletin board. 4. Clip food advertisements from newspapers. Analyze advertisements and group in terms of various approaches used to attract customers. 5. Note to teacher: Have students complete the "Comparative Shopping" activity included in the Appendix. 6. Note to teacher: Have students complete the "Comparison Shopping" activity included in the Appendix. 7. Note to teacher: Have students complete the "Basic Shopping Skills" activity included in the Appendix. 8. Using a listing of food prices and a sample breakfast, lunch, and dinner menu, determine the cost of preparing the foods listed. On the basis of the cost shown, project the expenditures which would be required for a family's meals for one week.	Books B.7: pp. 161-175 B.9: pp. 169-181 B.1: pp. 297-302 B.10: pp. 321-324 Resource Guides C.1: pp. 55-57 C.3: pp. 44-48 B.9: pp. 44-47 Booklets G.11 Audio-Visuals I.45 I.52 I.90 I.83 I.33 I.69 I.103 I.1 I.88 Computer Programs J.13

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

Using the same sample menus and advertisements for food specials, readjust the amount of expenditures needed. Substitute less costly foods, which meet daily food needs, for more expensive items listed. Explain the types of shopping skills which would be needed to provide the savings in food expenditures.

9. Develop a bulletin board which illustrates skills needed which contribute to efficient use of time and money when shopping for food.

10. From interviews, observations and research, describe the skills a shopper would need in order to gain the maximum advantage from the use of food stamps.

11. Using a listing of foods to be purchased and stores available, describe the shopping technique which would be most appropriate within the limitations identified.

12. As a summary, participate in a food selection contest. Using the menu, or recipe placed with the display of foods available, select the form of food which is most appropriate for the dish to be prepared. Justify your selection by explaining the reasons for each selection in terms of budget limitations identified.

13. Assume responsibility of assisting your family in the purchase of foods for family meals.

14. From references and interviews with others, compare the advantage and disadvantage of planned and unplanned shopping lists. Role play the differences between use of planned and unplanned shopping lists.

15. Note to teacher: Have students complete activity, "Action in the Aisles" (included in the Appendix).

16. Note to teacher: Refer to additional activities in teacher resource guides.

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Management of the Food Dollar

COMPETENCY: 29: The learner will analyze the legal aspects of consumer protection in the area of foods and nutrition.

INSTRUCTIONAL OBJECTIVES:

29.1 Interpret the legal aspects of consumer protection as it relates to food and nutrition.
29.2 Identify sources of consumer protection and assistance.
29.3 Know your responsibilities and rights as a shopper.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Consumer Responsibilities and Rights Sources of Consumer Protection Food and Drug Administration USDA Extension Service Publications	1. Investigate and report on how the following agencies aid and protect the consumer: United States Department of Agriculture Food and Nutrition Service Food Safety and Inspection Service Meat and Poultry Inspection Service Food and Drug Administration State Department of Agriculture County Agriculture Extension Service Better Business Bureau Consumer's Union Consumer's Research Underwriter's Laboratories National Bureau of Standards 2. Invite a city, county or state sanitary officer to talk with the class about the standards established and enforced which affect the purity of foods processed or sold. 3. View an audio-visual on consumer protection. Discuss. 4. Review periodical indexes to locate articles that deal with actions taken by food regulatory agencies. Report findings to class. 5. View a filmstrip on consumer rights and responsibilities. 6. Research and report on legislation that has been enacted regarding food production and distribution. 7. Pretend you have a problem with a particular food product. Describe the process to use in reporting it for good results to be achieved.	Books B.9: pp. 180-181 B.7: p. 175 B.5: pp. 2142, 786, 708, 542 Booklets G.11 Audio-Visuals I.79 I.21

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Food Conservation and Preservation

COMPETENCY: 30: The learner will demonstrate techniques for conserving food and other natural resources while preparing meals.

INSTRUCTIONAL OBJECTIVES:

30.1 Conserve natural resources when preparing food.
30.2 Save time and energy when working in the kitchen.
30.3 Organize and simplify meal preparation.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Conservation in the Kitchen Conserving Water Conserving Energy Conserving Food Recycling Materials Using Leftovers	1. Read recommended references. 2. Discuss the following: Why should people conserve? What resources are used in food preparation and service? List ways to conserve resources during food preparation and service. List conservation measures used by your family when preparing a meal. 3. Brain storm ways you can minimize food waste in the home. 4. Invite a person from a local recycling center to speak to the class about the benefits of recycling. 5. Plan, prepare and serve a meal using a meat that was left over from a previous meal. The meat may be used in a casserole, stew or salad. Evaluate the results. 6. Prepare a frozen dinner. Compare the cost, appearance and flavor of your homemade frozen dinner to a comparable commercial frozen dinner.	Books B.7: pp. 262-265 B.17: pp. 9-11 Audio-Visuals I.26 I.25

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Food Conservation and Preservation

COMPETENCY: 31: The learner will demonstrate techniques for selecting and preserving a variety of foods.

INSTRUCTIONAL OBJECTIVES:

31.1 Know the advantages and disadvantages of preserving food at home.
31.2 Follow correct procedures in freezing, canning and drying fresh foods.
31.3 Use correct methods for making jams and jellies.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Factors to Consider Before Preserving Foods at Home Equipment Methods of Preservation Canning Freezing Drying Jelly-Making Pickling Microwave Blanching Preventing Food Spoilage	1. Read recommended references. 2. View an audio-visual or video tape on food preservation. 3. Divide a sheet of paper vertically into two columns. In one column, list the good effects microorganisms can have. In the second column, list the bad effects they can have. Prepare an oral report explaining how the food industry prevents food spoilage by microorganisms and enzymes. 4. Observe a display of goods which have been properly and improperly stored. Compare foods for appearance, odor, and apparent deterioration which may be caused by type of storage used. Record. 5. Explain how the type of storage methods or containers may affect the characteristics of preserved foods. 6. With a classmate, select a food to be frozen during a laboratory experience. Tell how the food and other frozen foods maybe used in a food preparation activity. 7. Identify the pros and cons of home food preservation by completing the activity, "Home Food Preservation," found in the Appendix. 8. Prepare jelly, preserves, marmalade, or jam. Seal jars with parafin. Later in term evaluate the color, flavor, and texture of each product. 9. Note to teacher: Refer to activities in resource books. 10. Using directions provided in the "Microwave Blanching Guide," prepare vegetables for freezing, using the microwave oven.	Books B.7: pp. 500-513 B.9: pp. 239-268 B.5: pp. 1849-1855 Resource Guides and Activity Books C.1: pp. 174-177 C.3: pp. 58-62 B.9: pp. 61-65 Booklets G.4 G.6 G.1 G.2 Audio-Visuals I.64

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Meeting Nutritional Needs of Family Members

COMPETENCY: 32: The learner will analyze variations in nutritional needs of family members in different stages of the life cycle.

INSTRUCTIONAL OBJECTIVES:

32.1 Assess the special nutritional needs of children, adolescents, adults and older persons.
32.2 Identify the special food needs of persons participating in athletic activities.
32.3 Recognize the relationship between food intake and the health of the mother and fetus.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Nutritional Needs of Pregnant and Lactating Mothers Infants Children and Adolescents Athletes Adults Senior Citizens	1. Read recommended references. 2. View audio-visuals on meeting nutritional needs. 3. Report on factors which influence the differences in food needs during various stages of the family life cycle. 4. Role play how you would influence a young child or a friend to eat a new or different food. 5. Prepare a bulletin board which interprets the degree of effect age and activity have on individual nutritional needs. 6. Invite a coach, or specialist in sports medicine, to discuss the nutritional needs of the athlete. 7. Invite an obstetrician, or health nurse, to discuss the nutritional needs of expectant and lactating mothers. 8. Invite a pediatrician, or health nurse, to discuss the nutritional needs of infants and young children. 9. Invite a specialist in geriatrics to discuss the nutritional needs of the older adult. 10. Using nutritional charts, compare the nutritional needs of individuals at various stages during the life cycle. 11. Note to teacher: Refer to activities in the resource guides. 12. Review computer programs on meeting nutritional needs during various stages in the life cycle.	Books B.7: pp. 106, 110-122 B.9: pp. 52-64 B.18: pp. 271-277 B.5: pp. 20-26, 122-128, 394-403, 1069-1077, 1227-1234, 1832-1845 B.13: pp. 207-214, 399-422, 435-446, 449-454, 457-477, 491-513 B.14 Resource Guides C.3: pp. 15-16 B.9: pp. 15, 18 A.5 Audio-Visuals I.89 I.56 I.65 I.35 I.17 I.30 I.68 Computer Programs J.4

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Meeting Nutritional Needs of Family Members

COMPETENCY: 33: The learner will analyze variations in nutritional needs of family members with special medical problems.

INSTRUCTIONAL OBJECTIVES:

33.1 Identify food needs for people with special health problems.
33.2 Understand how health problems can affect food needs.
33.3 Choose appropriate food for people with special health problems.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
The Ill and Convalescing Other Medical Conditions Diabetes Hypertension Heart Diseases Osteoparosis Obseity Underweight	1. Do research using the recommended references and other library materials and prepare a report on the relationship of the following diseases to diet: Diabetes Hypertension Heart Diseases Osteoparosis Obesity Underweight Report findings to class. 2. Discuss the dangers of obesity; of underweight. 3. Identify the special nutritional needs of individuals suffering from these disorders. 4. Discuss how energy needs are affected by illness. 5. Note to teacher: Refer to the Curriculum Guide in Adolescent Nutrition and Weight Management, Take Control! Manage Your Weight to Look Good and Feel Great! for activities on weight management. 6. View an audio-visual on meeting nutritional needs of family members with special medical problems. 7. Review computer programs on diet and medical problems.	Books B.7: pp. 120-123, 91-104 B.9: pp. 64-72 B.18: pp. 237-255, 256-270, 292-301 B.5: pp. 567-568, 1139-1145, 1169-1171, 1635-1649, 2135-2139, 1697-1700 B.13: pp. 229-235, 246-251 Resource Books C.3: p. 17 A.4: Folders #2 and #3 A.4: See paperback and worksheets. Periodicals F.5: pp. 48-52 F.6: pp. 40-45, 107-110 Audio-Visuals I.93 I.46 Computer Programs J.3

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Meeting Nutritional Needs of Family Members

COMPETENCY: 34: The learner will plan, prepare and serve meals to meet special nutritional needs of family members.

INSTRUCTIONAL OBJECTIVES:

34.1 Identify food needs for different stages of the life cycle.
34.2 Plan a well-balanced diet for individuals in different stages of the life cycle.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Meal Plans for the Expectant and Lactating Mothers Infants and Children Athletes Senior Citizens The Convalescent Modified Diets Weight-Loss Diets Weight-Gain Diets Cholesterol Restricted Diets Sodium Restricted Diets Vegetarian Diets	1. View audio-visuals on diets to meet special needs. 2. Plan sample daily menus for a pregnant woman for one week. Be sure to include foods which are rich in protein, calcium and iron; foods which the woman likes; and foods which she can afford. 3. Investigate different infant formulas. Compare nutritional value and cost of three popular commercial formulas with those of two homemade formulas. 4. Prepare several different baby foods using a blender to show how infants can be fed the same foods that are served to other family members. 5. Plan meals for a preschool child for two days. 6. Plan and serve a nutritional lunch to children in a nursery school. Note the children's reactions to the food served. Afterward, discuss what changes might be desirable. 7. Plan meals for one week for a preschool child who does not like to drink milk. 8. Prepare some nutritious snacks a preschool child would enjoy. 9. Plan a daily menu for the six to twelve year old. Show how snacks can fit into the daily food plan. 10. Visit a geriatric center. Talk to the staff dietitian about diets suitable for elderly adults. 11. Discuss the special problems which may need to be considered when planning meals for an elderly person. 12. Plan and prepare a meal for an elderly person. 13. Refer to the book, The Athlete's Kitchen, for diets for the athlete. 14. Refer to the resource guides for diets for the athlete. the person wishing to lose weight. the person wishing to gain weight. 15. Plan a diet for an athlete. 16. Take a pretest on weight reduction diet.	Books B.7: pp. 121, 56 B.9: pp. 52-72 B.5: pp. 399-400, 568-570, 1544-1570, 1070-1073, 1159-1161, 1649-1662, 2139-2144, 272-273 B.14 Booklets G.5 Resource Guides A.5: pp. 93-104, 127-133 A.4: Folder #4 Audio-Visuals I.28 I.80 I.77 I.101 I.100 I.99 Computer Programs J.10 J.5 J.14 J.15

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
	17. Plan a diet for a person needing to lose weight.	
	18. Plan a diet for a person wishing to gain weight.	
	19. Plan, prepare and sample foods that are suitable for a sodium restricted diet.	
	20. Plan a week's menus for a family of five. Family members include a five-year old daughter, a twelve-year old daughter and a sixteen-year old son. All family members, except the sixteen-year old are slightly overweight and desire to lose some weight. Choose one of the dinners from the meal plan to prepare in class. Evaluate the meal, using the evaluation form in the Appendix. Did the meal meet the dietary needs of all family members?	
	21. Plan several vegetarian menus in which all of the nutrients needed by an adult each day are provided.	
	22. Prepare and evaluate one of the menus.	

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Creativity in Meal Planning, Preparation and Service

COMPETENCY: 35: The learner will analyze ways of using skills and artistic ability to give added appeal to meals at a reasonable cost.

INSTRUCTIONAL OBJECTIVES:

35.1 Cook creatively on a budget.
35.2 Enhance food flavors with herbs and spices.
35.3 Enhance the appearance of food through the use of garnishes and other finishing touches.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Gourmet Cooking on a Budget Making Your Own Mixes Herbs and Spices Finishing Touches Convenience Cooking	1. View one or more of the recommended audio-visuals. Discuss. 2. Obtain a dinner menu from a gourmet restaurant. Make a list of the sauces and the foods with which they are served. Find recipes for each sauce. Describe how convenience mixes can be used in preparing the sauces. 3. Review the fact sheet, "Basic Tips on Using Spices." Try some of the ideas presented. Comment on results. See Appendix. 4. Review recipes of master mixes. Select several to prepare in class. Prepare special dishes using these mixes. 5. Read and discuss "Try These Ideas." (Included in the Appendix.) 6. Using selected convenience foods, prepare special dishes for a meal or for entertaining. (Use recommended booklets for ideas.) 7. Note to teacher: Refer to activities on page 553 in the textbook, Food for Today. 8. Complete the "Gourmet Search," word search puzzle. (See Appendix.)	Books B.7: pp. 543-553 C.4 B.6: pp. 305-316 Resource Books C.1: pp. 191-193 Booklets G.3 Audio-Visuals I.97 I.37 I.22

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Creativity in Meal Planning, Preparation and Service

COMPETENCY: 36: The learner will demonstrate the principles of planning, preparing and serving salads.

INSTRUCTIONAL OBJECTIVES:

36.1 Identify the different types of salads and salad dressings.
36.2 Identify the different types of salad greens.
36.3 Prepare the different types of salads and salad dressings.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Kinds of Salads	1. Show a filmstrip on salad preparation.	Books
Parts of Salads	2. Set up a display of salad greens. Be sure to include the following types:	B.7: pp. 316-329
Principles of Salad Making		B.9: pp. 378-387
Preparation of Salad Greens	Iceberg lettuce Bib lettuce Leaf lettuce Romaine Escarole Spinach	B.17: pp. 269-278
Preparation of Other Salad Ingredients		Resource Books
Meats Vegetables Fruits Cheese	Have students compare the appearance, texture and flavor of each type of green.	C.1: pp. 110, 231, 203, 215, 275 C.3: p. 86
Dressings	3. Demonstrate how to clean and prepare salad greens.	B.9: pp. 90-91
Assembling the Salad	4. Meet with your laboratory group. Select a salad belonging to one of the four main groups of salad. Each group will prepare a different type of salad.	Audio-Visuals
Serving the Salad		I.37
	Sample the salads, evaluate the overall appearance, flavor, texture and temperature of each.	
	5. Plan four luncheon menus which feature salads and include recipes with each menu.	
	6. Observe a demonstration of the following dressings:	
	A basic French dressing Mayonnaise A cooked dressing	
	Prepare at least four variations of these dressings.	

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Creativity in Meal Planning, Preparation and Service

COMPETENCY: 37: The learner will demonstrate the principles of planning, preparing and serving casseroles.

INSTRUCTIONAL OBJECTIVES:

37.1 Identify the types of ingredients that may be used in casseroles.
37.2 Understand the value of casseroles in meal planning.
37.3 Prepare and serve casseroles as part of the meal plan.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Casseroles	1. Read recommended references. Discuss advantages of serving casseroles.	Books
Definition for Ingredients	2. View audio-visual.	B.9: pp. 320-321, 232-234, 328-330
Meats Leftovers Pastas Rice Vegetables Sauces Toppings	3. Discuss various ingredients that may be used in a casserole.	B.7: pp. 409-411, 416-417
	4. Discuss the different types of pastas and how they may be used in casserole preparation.	Resource Books C.1: p. 219
Assembling	5. Using the chart, "Creative Casseroles," follow instructions given and create a casserole to prepare in class. Evaluate the product. (Chart is in Food for Today Teacher's Resource Book.)	C.3: pp. 69, 74 B.9: p. 76
Cooking Equipment		
Serving	6. Review "Rules for Creating Your Own Casserole." Work in laboratory group to prepare a casserole, following instructions given. (See Appendix for copy.) Evaluate.	

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Creativity in Meal Planning, Preparation and Service

COMPETENCY: 38: The learner will demonstrate the principles of planning, preparing and serving foods made with yeast.

INSTRUCTIONAL OBJECTIVES:

38.1 Identify and select ingredients needed to make yeast breads.
38.2 Use the correct techniques for preparing yeast breads.
38.3 Prepare yeast breads.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Yeast Breads Ingredients Mixing Methods Principles of Yeast Bread Preparation Preparation of Yeast Bread Yeast Bread Variations Breads for Holidays and Special Occasions	1. Read available references on yeast bread cookery and discuss the following in class: The ingredients used in yeast breads and their functions. Methods used for making yeast breads. The special tips and techniques used when making yeast breads. Characteristics of quality breads and rolls. How to store breads properly. 2. Prepare soft pretzels using the instructions that are found in the activity, "Short Order Gourmet, Soft Pretzels." (Included in Appendix.) 3. Prepare a basic yeast dough using the mixer method or sponge method. Using this dough, practice shaping rolls. Evaluate the finished product. 4. Prepare a sweet yeast dough. Use it to make sweet rolls or a coffee cake. Evaluate the finished products.	Books B.7: pp. 441-451 B.9: pp. 338-345 B.17: pp. 291-302 Resource Books C.1 Booklets G.8 Periodicals F.4 Audio-Visuals I.42 I.8

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Creativity in Meal Planning, Preparation and Service

COMPETENCY: 39: The learner will demonstrate the principles for planning, preparing and serving pies and pastries.

INSTRUCTIONAL OBJECTIVES:

39.1 Identify different kinds of pastry.
39.2 Use correct techniques for making pie crust and cream puffs.
39.3 Prepare and bake a variety of pies.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Pastry and Pies Ingredients and Mixing Methods Principles of Pastry Preparation Preparation of Pastry and Pies Pastry Problems	1. List the four basic ingredients used to prepare pastry. Explain the function of each. 2. Prepare enough pastry for a single crust pie using each of the following methods: Conventional pastry method (biscuit method) Hot water method Oil method Bake strips of each type of pastry in a (425°F) oven until lightly browned. Compare appearance, flakiness, tenderness and flavor. 3. Practice preparing lattice tops, a variety of cut-out tops and decorative edges. 4. Divide into laboratory groups. Assign one of the basic types of pies to each group. Set up the finished products buffet style. Evaluate the appearance, flakiness and tenderness of the pastry, as well as the eating quality and appearance of the filling of each pie. 5. Find photographs to illustrate at least three products (other than pies) which are made with pastry. 6. Prepare a double crust cherry pie from scratch. Bake a double crust frozen cherry pie. Evaluate the appearance, flavor, flakiness and tenderness of the pastry as well as the eating quality and appearance of the filling of each pie.	Books B.7 B.9 Resource Books C.3 B.9: p. 95 C.1: pp. 165-170 B.7: pp. 127-128 Audio-Visuals I.7

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Creativity in Meal Planning, Preparation and Service

COMPETENCY: 40: The learner will demonstrate the principles and preparation techniques for decorative cakes.

INSTRUCTIONAL OBJECTIVES:

40.1 Identify and select equipment needed for decorating cakes.
40.2 Identify and select ingredients needed for decorative icings.
40.3 Practice techniques used for decorating cakes.
40.4 Prepare and decorate a cake for a special occasion.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Decorative Cakes Equipment and Supplies Needed Cake Decorating Techniques Cakes for Different Occasions	Teacher: 1. Display and demonstrate the equipment that is needed for preparing decorative cakes. 2. Observe a professional cake decorator demonstrate for decorating cakes. 3. Make icing that is used for cake decorating. 4. Practice a variety of cake decorating techniques. 5. Plan, prepare and decorate a cake for a special occasion. 6. View a filmstrip on cake decorating techniques.	Booklets G.9 Audio-Visuals I.6

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Creativity in Meal Planning, Preparation and Service

COMPETENCY: 41: The learner will demonstrate the principles and preparation techniques for candy making.

COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES:

41.1 Identify equipment and supplies needed for making an assortment of candies.
41.2 Practice techniques used for candy making.
41.3 Prepare different types of candy.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Candy Making Candy-Making Supplies and Equipment Basic Methods of Molding Candies How to Make Different Types of Candy Candy with Fillings Hand-Dipped Candy Hard Candy Truffles Cherry Cordials Candies for Different Occasions	1. Identify equipment and supplies needed for making candies at home. 2. Demonstrate how to make different types of candy. 3. Discuss the many uses for homemade candies. 4. Prepare candies for special occasions.	Booklets G.10 Books B.15

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Creativity in Meal Planning, Preparation and Service

COMPETENCY: 42: The learner will analyze and practice ways of managing eating patterns that have emerged from rapidly changing lifestyles.

INSTRUCTIONAL OBJECTIVES:

42.1 Identify eating patterns that have emerged from rapidly changing lifestyles.
42.2 Apply nutrition information to food choices when eating away from home.
42.3 Plan, prepare and serve appropriate foods when entertaining at home.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Eating Out Why People Eat Out Choosing Restaurants Making Meal Choices Eating Out Skills Entertaining at Home Reasons for Parties Planning and Organizing Parties Party Menus Serving Party Foods Party Manners Cookouts, Picnics and Camping Keeping Foods Safe Planning Foods for Picnics Barbecues Hikes Camping Trips Picnic Details Campsite Cooking	1. Conduct a survey of people who eat out. Find out such things as why they eat out; how often they eat out; the type of place they choose and why; the kinds of foods they choose, etc. Report findings to class. Prepare a graph or chart to show the results obtained by the class as a whole. 2. Collect menus from several local restaurants. Order a meal from a menu and compute its cost, including the tip. Continue to make calculations for several different meals until they feel comfortable with restaurant math. 3. Using a computer program or similar prepared material, analyze the nutrient content of foods selected from fast food restaurant menus. 4. Research the types of restaurants--cafeteria, drive-in, fast food restaurant, snack bar, coffee shop, etc. Find out the characteristics of each restaurant, including price range, variety of foods offered and type of service. Working with classmates, prepare a bulletin board on the "Types of Restaurants." 5. Discuss the difference between table d'hote service and a la carte service. 6. Discuss appropriate attire for different types of restaurants. 7. Discuss etiquette guidelines for different restaurants. 8. Study various references and plan menus that would be suitable for a bicycle picnic for four people; a weekday, noon-hour picnic for two; a tailgate picnic for a football game; a picnic for a group of twenty-five. 9. Plan a barbecue display for a school bulletin board or showcase. Include pictures and descriptions of barbecue equipment and lists of safety precautions. 10. Brain storm as many descriptions of the perfect party as possible. Use one of the descriptions as a basis; write a short paper entitled "The Perfect Party." 11. Make a list of different kinds of parties. Suggest several themes which might be used for these parties. Discuss how these themes could be carried out.	Books B.9: pp. 410-426 B.7: pp. 88-89, 279-280, 551-552 B.16: pp. 283-290 B.11: pp. 477-511 B.3: pp. 583-658, 121-127 Resource Books C.3: pp. 97-100 B.9: pp. 97-103 C.1: pp. 194-195, 100 Audio-Visuals I.24 I.29 I.61

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
	12. Choosing two parties from the list made above, write invitations and acceptances appropriate for each. Plan a menu for the two parties and set up time--work schedules for each. 13. List the duties of the party giver and responsibilities of guest. 14. Carry out one of the parties; evaluate results.	

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Creativity in Meal Planning, Preparation and Service

COMPETENCY: 43: The learner will demonstrate the principles of planning and preparing meals for home and community emergencies.

INSTRUCTIONAL OBJECTIVES:

43.1 Identify emergency food situations.
43.2 Recognize sources of food during emergencies.
43.3 Develop emergency food plans that include suitable foods, meal plans, necessary equipment and appropriate storage.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Nutritional Food Needed During Emergencies Emergency Food Supplies and Equipment for Home and Community Methods of Preparation for Food During an Emergency Sanitation Measures to Take During Emergency Food Preparation Storage Methods for Emergency Foods Sources of Food Help Emergency Food Plans Meal Plans Emergency food shelf	1. Identify and discuss different types of emergency food situations. 2. Invite a representative from the Red Cross or National Guard to discuss how to deal with emergency situations and what services they can provide. 3. Survey local phone directory for additional agencies which may provide emergency food assistance. 4. Using the "Daily Food Guide," develop nutritious meal plans for emergency situations. 5. Analyze the above meal plans according to amounts needed for different size families and families that are comprised of different age groups. 6. Invite a guest speaker from the county or state health department to discuss federal programs designed to help people in need.	Pamphlets H.2 H.4 H.3 H.1

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Regional and International Food Specialties

COMPETENCY: 44: The learner will interpret the historical and geographical differences in regional cuisines by preparing, serving and evaluating these foods.

INSTRUCTIONAL OBJECTIVES:

44.1 Identify the food customs in different regions of the United States.
44.2 Understand how regional food customs developed and how they influenced American cooking.
44.3 Compare the typical food characteristics of regional cooking.
44.4 Analyze why regional foods change from time to time.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Regional Foods in the United States New England Mid-Atlantic States South Midwest West and Southwest Pacific Coast Hawaiian Islands	1. View audio-visual of food customs in America. 2. Using available references, select recipes that are characteristic of a particular region of the United States. Plan, prepare and serve a meal typical of this region. Note to teacher: This can be done in small groups for different regions or as a buffet for the entire class. 3. Note to teacher: Refer to activities on page 542 in Food for Today. 4. Prepare a bulletin board "Westward Ho!" Display a map of the United States divided into the regions covered in the unit being studied. For each region, show the ethnic groups predominating in the region up to the 1920's. Illustrate meal patterns and/or customs that are characteristic of the regions. 5. Plan a cultural heritage celebration. Include meal, as well as information on history of the culture. 6. Note to teacher: Refer to resource books for additional activities.	Books B.7: pp. 532-542 B.9: pp. 432-454 B.17: pp. 470-478 Resource Books C.1: pp. 186-190 C.3: pp. 101-107 B.9: pp. 104-107 Audio-Visuals 1.27

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Regional and International Food Specialties

COMPETENCY: 45: The learner will analyze the differences in international cuisine by preparing and evaluating foods characteristic of different countries.

INSTRUCTIONAL OBJECTIVES:

45.1 Understand how food relates to the history, geography and climate of a country.
45.2 Identify the food customs of different countries.
45.3 Prepare some typical foods that are served in different countries throughout the world.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
International Foods Africa Asia China India Japan Russia Europe British Isles France Germany Scandinavia Latin America Mexico South America Mediterranean Countries and the Middle East Spain Italy Greece Middle East Food History Food Practices Meal Patterns	1. View audio-visuals of food customs in different countries. 2. Using research materials available in your school library, write a three-page report on the factors that have affected the development of cuisines in one of the following countries: Mexico / Greece South America / Middle East British Isles / Israel France / Russia Germany / India Scandinavia / China Spain / Japan Italy / Africa Note to teacher: These can be assigned to the students to assure that all countries are covered. 3. Plan, prepare and serve buffets featuring cuisine for each of the following parts of the world: Latin American Countries European Countries Mediterranean Countries Asia Africa 4. When planning the buffets, be sure to include appropriate decorations and utensils so as to establish the appropriate atmosphere. Evaluate how you like the foods you taste. 5. Note to teacher: Refer to resource books for additional activities, meal plans and recipes.	Books B.7: pp. 516-531 B.9: pp. 455-557 B.17: pp. 451-469 Resource Books C.1: pp. 178-185 C.3: pp. 108-133 B.9: pp. 108-128 B.4 Special Instructional Kits E.1 Audio-Visuals I.27 I.105

COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Career Opportunities in Foods and Nutrition

COMPETENCY: 46: The learner will analyze career opportunities in the foods and nutrition field.

INSTRUCTIONAL OBJECTIVES:

46.1 Identify and explore career opportunities in food and nutrition.
46.2 Recognize the kinds of entry-level jobs available in food and nutrition.
46.3 Use information in careers in the food and nutrition industry in your own search for a career.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Knowing Yourself Where to Look for Career Information Charting a Career Course Career Types or Opportunities Chef Dietitian Mass Communications Media Research Caterer Sanitation Management Home Economics Food Preparation Customer Service	1. Conduct a brainstorming session in which students list jobs available in the field of food and nutrition. 2. Show a filmstrip or video tape on "Careers in the Food Service Industry." 3. Invite the vocational counselor to talk with the class about educational opportunities available for job training in food and nutrition-related fields. 4. Have students locate classified ads for jobs in the field of food and nutrition. Have them mount ads on notebook paper, circle the wages to be paid and underline the experience or education required. Have them share their findings with the class. 5. Contact local employment office to find out the types of jobs currently available in the food and nutrition field and the projections for future jobs. 6. Have students choose and report on a career in the food and nutrition cluster. They should do research in the library, interview people who work in the field, etc. to find what education and skills are required for success on the job.	Books B.7: pp. 484, 556-567 B.16: pp. 304-312 B.9: pp. 91-104 Resource Books C.8 Audio-Visuals G.7

Foods and Nutrition

Home Economics Education Competency-Based Curriculum

COMPETENCY TEST-ITEM BANK

Division of Vocational Education
North Carolina Department of Public Instruction
Raleigh, NC 27603-1712

VEC-HEE-C/TIB-7045: 1988

COMPETENCY 001: Analyze the importance of food in the physical, emotional and social well-being of individuals and family members.

TEST ITEM 001-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the statement(s) that best answers the question.

Which of the following statements describes a psychological factor that influences a person's eating pattern?

___a. Eating is sometimes used to compensate for the lack of love.

___b. Anticipating an exciting event may interfere with eating practices.

___c. Past experiences with foods can create a dislike for a given food.

___d. Some foods are associated with hot or cold weather.

___e. Body size and development affect the amount of food consumed.

TEST ITEM 001-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the statement(s) that best answers the question.

The ability to explain one's attitudes and practices regarding food will:

___a. prevent one from making any changes in food habits.

___b. cause greater understanding of others' food habits.

___c. prevent one from identifying personal nutritional goals.

___d. affect one's food choices.

TEST ITEM 001-00-03

INSTRUCTIONS TO STUDENTS: Respond to each item a through e by placing a check (✓) in the column that best answers the question.

Social or psychological factors that affect food choices include which of the following?

Yes	No	
___	___	a. National holidays
___	___	b. Rebellion
___	___	c. Philosophical beliefs
___	___	d. Peers
___	___	e. Fast food restaurants

TEST ITEM 001-00-04

INSTRUCTIONS TO STUDENTS: Respond to each item a through e by placing a check (✓) in the column that best answers the question.

Carl Martin was "born and raised" on a farm. Food at home was plentiful, but plain. He viewed himself, in terms of food, as a "meat and potato man." Meat, of course, meant some form of beef and pork. Carl later moved to the coast because of a much higher paying job. Here he noticed the great extent to which others ordered seafood when eating out. And it wasn't long afterwards that he began to try and to enjoy this type of food.

Which of the following factors influencing food choices are represented in this illustration?

Yes	No	
___	___	a. Mass media
___	___	b. Daily schedule
___	___	c. Food availability
___	___	d. Changes in food preparation
___	___	e. Socio-economic status

COMPETENCY 001 : Analyze the importance of food in the physical, emotional and social well-being of individuals and family members.

TEST ITEM 001-00-05

INSTRUCTIONS TO STUDENTS: Match the items in Column II to the most appropriate illustration in Column I. Items in Column II may be used once, more than once, or not at all. Respond to each example in Column I.

Column I: Illustrations of Food Uses	Column II: Uses of Food
___1. Catherine rewards her daughter, Sally, with cookies when she makes good grades on homework.	A. Food as a symbol of security
___2. Harold thinks of himself and his family as a well-fed group.	B. Food as a means of sociability
___3. After the basketball games on Fridays, Peter and his friends go to Pizza Hut and all have pizza.	C. Food as related to emotional expression
___4. Joseph tells his wife he has no intention of eating the food she's prepared when he is angry with her.	D. Food as a form of non-verbal communication
___5. Nancy invited the people from her office for dinner at her house.	

TEST ITEM 001-00-06

INSTRUCTIONS TO STUDENTS: Match the types of influences on one's eating patterns (right column) with the factors listed in the left column. Place the letter for your answer on the line in front of each item in the left column.

___1. Diabetes	A. Environmental influence
___2. A party	B. Sociological influence
___3. Appearance of food	C. Psychological influence
___4. Climate where you live	D. Physiological influence
___5. Anxiety over school work	

TEST ITEM 001-00-07

INSTRUCTIONS TO STUDENTS: Match the types of influences on one's eating patterns (right column) with factors listed in the left column. Place the letter for your answer on the line in front of each item in the left column.

___1. Living near the ocean	A. Environmental influence
___2. Climate where you live	B. Sociological influence
___3. Parents or grandparents born in another country	C. Psychological influence
___4. Inability to digest lactose	D. Physiological influence
___5. Overweight or underweight condition	

TEST ITEM 001-00-08

INSTRUCTIONS TO STUDENTS: Match the types of influences on one's eating patterns (right column) with factors listed in the left column. Place the letter for your answer on the line in front of each item in the left column.

___1. Protein allergy	A. Environmental influence
___2. Politics	B. Sociological influence
___3. Food preference	C. Psychological influence
___4. Feelings associated with food	D. Physiological influence
___5. Religion	

COMPETENCY 001: Analyze the importance of food in the physical, emotional and social well-being of individuals and family members.

TEST ITEM 001-00-09

INSTRUCTIONS TO STUDENTS: Match the types of influences on one's eating patterns (right column) with factors listed in the left column. Place the letter for your answer on the line in front of each item in the left column.

___1. Food advertisements

___2. Heredity

___3. Family garden

___4. Government subsidies

___5. Limited income

___6. Heart disease

___7. Community traditions

A. Environmental influence

B. Sociological influence

C. Psychological influence

D. Physiological influence

COMPETENCY 002: Describe cultural, religious and geographical influences on food patterns and customs.

TEST ITEM 002-00-01

INSTRUCTIONS TO STUDENTS: Select the letters of the best answers.

The regional character of foods is becoming less distinct. Which statements below are reasons why?

___a. People traveling frequently to different sections of our country

___b. People moving from one section of the country to another

___c. People staying in the same area all their lives

___d. National advertising of new food products

TEST ITEM 002-00-02

INSTRUCTIONS TO STUDENTS: Select the letter of the best answer.

Differences in food preparation techniques used with the same food are influenced by which of the following?

___a. Religious significance

___b. Traditions of one's nationality

___c. Customs of area or region

___d. Country's health laws

TEST ITEM 002-00-03

INSTRUCTIONS TO STUDENTS: Write T if the statement is true and F if the statement is false.

___1. In some cultures, a food may be unacceptable for eating, while in other cultures the same food may be treated as a delicacy.

___2. Chop suey is an American dish that was introduced in the West in the 1860's.

___3. The potato was a basic food staple for the early colonists in North Carolina.

___4. Regional foods are a blending of the foods that are plentiful in any area and the food customs of the people who settled there.

TEST ITEM 002-00-04

INSTRUCTIONS TO STUDENTS: Mark true statements with a T and false statements with an F.

___1. Culture depends upon the people's ability to learn and transmit new knowledge to succeeding generations.

___2. Germans brought sauerkraut and fettuccini to the Midwest.

___3. File' is a type of fish used in many creole dishes.

___4. Cattle are considered sacred by Indians and cannot be used for food.

___5. Increased numbers of American women entering the work force have had a great effect upon food customs.

___6. A child who will not eat a particular food might be following an example set by an older sibling or a parent.

___7. Some people eat food to soothe their feelings of anger or frustration.

COMPETENCY 002: Describe cultural, religious and geographical influences on food patterns and customs.

TEST ITEM 002-00-05

INSTRUCTIONS TO STUDENTS: Multiple choice: Choose the best answer and write the corresponding letter in the blank.

The first food eaten was probably:

___a. cooked over an open fire.

___b. stewed in a clay pot.

___c. wrapped in leaves and steamed.

___d. raw.

TEST ITEM 002-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space by the best answer.

Which of the following foods has English origins?

___a. Sourdough bread

___b. Baked beans

___c. Fried catfish

___d. Blueberry pudding

TEST ITEM 002-00-07

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space by the best answer.

You are likely to think of Southwest when you think of:

___a. tacos.

___b. biscuits.

___c. boiled dinner.

___d. broiled steak.

TEST ITEM 002-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space by the best answer.

The foods which a Hindu can eat depend upon:

___a. age.

___b. sex.

___c. income.

___d. caste.

TEST ITEM 002-00-09

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space by the best answers.

Family traditions are changing because:

___a. people move more often.

___b. modern technology has contributed convenience foods.

___c. more women are working outside of the home.

___d. families are smaller.

COMPETENCY 003: Analyze the affects of changing lifestyles, values and available resources on food choices and meal patterns.

TEST ITEM 003-00-01

INSTRUCTIONS TO STUDENTS: Write T if the statement is true and F if the statement is false.

___1. Resources are things that can help you meet needs and goals.

___2. Television commercials have little effect on food choices.

___3. When people leave their native countries, they usually forget about their customs and food traditions.

___4. Personal food habits often change as conditions surrounding the individual change.

___5. A person's food habits are not affected by emotional stress.

TEST ITEM 003-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase(s) that best answers the question.

Depending upon one's income level, various foods may be chosen to show:

___a. food prices.

___b. social status.

___c. consumer's choice.

___d. food labeling.

TEST ITEM 003-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase that best answers the question.

Which of the following items has the least influence on most people regarding their food choices?

___a. Emotional state

___b. Economic condition

___c. Nutritive value

___d. Taste preference

TEST ITEM 003-00-04

INSTRUCTIONS TO STUDENTS: Respond by placing a check (✓) in the column that represents the correct answer to the statement.

Factors which contribute to eating habits include:

Yes	No	
___	___	a. a person's geographic location.
___	___	b. a person's religious belief.
___	___	c. a person's sex (male or femaleness).
___	___	d. a person's economic status.
___	___	e. a person's life style.

COMPETENCY 003: Analyze the affects of changing lifestyles, values and available resources on food choices and meal patterns.

TEST ITEM 003-00-05

INSTRUCTIONS TO STUDENTS: Respond by placing a check (✓) in the column that represents the correct answer to the statement.

True statements about eating habits and patterns include which of the following?

Yes	No	
____	____	a. Family eating patterns develop in response to social and cultural pressures.
____	____	b. Food patterns have little to no effect on a person's longevity (length of life).
____	____	c. Having an overweight problem can result from family values.
____	____	d. An individual's occupation and/or work schedule affects his or her "food pattern."

COMPETENCY 004: Distinguish the difference between food fads, fallacies and facts.

TEST ITEM 004-00-01

INSTRUCTIONS TO STUDENTS: Write T if the statement is true and F if the statement is false.

___1. Water is fattening.

___2. Toast has fewer calories than a slice of bread.

___3. Some fad diets such as the grapefruit diet limit the variety of foods eaten and lack a sound nutritional base.

___4. A "fad food" is a food that is very popular.

___5. Food fads and fad diets often damage health.

___6. Fasting or skipping meals is a good healthy way to lose weight.

___7. If you take "reducing pills", you can eat all you want and still lose weight.

___8. Following the low carbohydrate diet may result in a deficiency of some vitamins.

___9. In countries where carbohydrates are the major source of food, many people suffer from protein malnutrition.

___10. Obesity may be a result of overnutrition.

___11. Raw milk is more nutritious than pasteurized milk.

___12. A "food fallacy" is a belief about food which is not supported by scientific evidence.

TEST ITEM 004-00-02

INSTRUCTIONS TO STUDENTS: Match the term in Column B with the statements in Column A.

Column A	Column B
___1. Raw milk is healthier than pasteurized milk.	A. Food fallacy
___2. Eating three bananas for breakfast, lunch, and dinner will result in a quick weight loss.	B. Fad diet
___3. When eating fish, one never drinks milk because it causes sickness.	
___4. This is a belief about food based on misconception with no scientific data to support it.	

COMPETENCY 004: Distinguish the difference between food fads, fallacies and facts.

TEST ITEM 004-00-03

INSTRUCTIONS TO STUDENTS: Indicate whether the statements are true or false by placing a check (✓) in the appropriate column.

Food Facts or Fallacies - Which are Which

	True	False
1. Toasting reduces the calories in bread.	___	___
2. Protein is the most important nutritional need of the body.	___	___
3. It's natural to get fatter as you get older.	___	___
4. Carbohydrates are more fattening than protein.	___	___
5. Food eaten before you go to bed is more likely to cause weight gain than if the same food were eaten for breakfast.	___	___
6. Because it is a high protein food, meat does not cause weight gain.	___	___
7. Vegetable protein can be substituted equally for meat protein in the diet.	___	___
8. It makes no difference whether a person eats fast or slow.	___	___
9. It is better to lose weight as rapidly as possible whatever reducing diet one follows.	___	___
10. Fat should be eliminated in a reducing diet.	___	___
11. Overweight is usually a glandular problem.	___	___
12. Alcohol, even though not a protein, fat or carbohydrate, furnishes calories to the body.	___	___
13. Exercise increases the appetite.	___	___
14. The stomach shrinks during dieting.	___	___
15. Starches and carbohydrates are the same.	___	___

TEST ITEM 004-00-04

INSTRUCTIONS TO STUDENTS: Indicate which of the following statements regarding food additives are true or false by placing a T or an F in the blank by the statement.

___1. Food additives are a recent development.

___2. Some additives are used to preserve foods, or keep them from spoiling.

___3. Nutrients are <u>not</u> considered additives.

___4. Additives which affect the characteristics and appeal of foods are usually put in foods to increase their appeal to the consumer.

___5. Enriched foods are the same as fortified foods.

___6. Antioxidants help prevent or slow the growth of harmful microorganisms in foods.

___7. Acidulants help preserve foods by making them more acid.

___8. Curing agents and mold inhibitors help stop harmful microorganisms from spoiling foods.

___9. Thiamin, riboflavin, niacin, and iron are added to whole grain products to enrich them.

___10. Nutrients may be added to foods because some nutrients are not widespread in the natural food supply.

COMPETENCY 004: Distinguish the difference between food fads, fallacies and facts.

TEST ITEM 004-00-05

INSTRUCTIONS TO STUDENTS: Indicate which of the following statements regarding food additives are true or false by placing a T or an F in the blank by the statement.

___1. Leavening agents help baked products to brown evenly.

___2. Emulsifiers, stabilizers, thickeners, and texturizers affect the texture and consistency of foods.

___3. Firming agents are added to baked goods to keep them from falling during baking.

___4. Anti-caking agents help keep salt and other granular or powdery substances pourable.

___5. Sweeteners added to foods can be either natural or artificial.

___6. Only natural flavorings and colorings are allowed to be added to food products.

___7. The USDA is responsible for enforcing legislation regarding food additives and the safety of food.

___8. It is illegal to use as food additives any substances which have been shown to cause cancer.

___9. The GRAS list includes food additives which have been used for a long time with no apparent harmful effects.

___10. Scientists are currently testing additives on the GRAS list to be sure they are safe.

COMPETENCY 005 : Analyze the role of nutrients in meeting the nutritional needs of individuals.

TEST ITEM 005-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the phrase(s) that best answers the question.

Which of the following are the most likely causes for a person to be underweight?

___a. Poverty

___b. Having parents who are thin

___c. Eating snacks that are high in calories

___d. Lack of appetite

___e. Eating a poorly balanced diet

TEST ITEM 005-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the phrase(s) that best answers the question.

Factors that influence the large appetites of teenage boys are:

___a. peer group influences.

___b. high interest in nutrition.

___c. high activity levels.

___d. rapid cell growth.

___e. childhood habits.

TEST ITEM 005-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the phrase(s) that best answers the question.

How should a teenager's eating habits change if she becomes pregnant?

___a. Calcium and other minerals should be increased.

___b. Animal fats should be eliminated from her diet.

___c. There is no need to change her diet.

___d. Only vitamins should be increased.

TEST ITEM 005-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the phrase(s) that best answers the question.

The number of calories needed to maintain the weight of an elderly person decreases because:

___a. appetite decreases.

___b. energy-requiring body processes slow down.

___c. the body needs different nutrients.

___d. calories have little effect on older adults.

___e. the body has stored up all the needed calories.

TEST ITEM 005-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the statement(s) that best answers the question.

Which of the following statements about vitamins is false?

___a. Food purchased from stores has insufficient vitamins.

___b. Vitamin pills prolong life.

___c. Vitamin pills taken daily help prevent colds.

___d. Vitamin pills do not provide all the nutrients the body needs.

___e. The more vitamins a person takes, the better he or she will feel.

COMPETENCY 005: Analyze the role of nutrients in meeting the nutritional needs of individuals.

TEST ITEM 005-00-06

INSTRUCTIONS TO STUDENTS: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition.

___1. The study of how the body uses food.

___2. The body's chief source of energy.

___3. Fat-like substance which occurs only in foods of animal origin.

___4. Protein which contains all eight essential amino acics.

___5. Vitamin which can be stored by the body.

___6. Inorganic substances which become part of the bones, tissues and body fluids.

A. Water-soluble vitamin

B. Vitamins

C. Cholesterol

D. Minerals

E. Complete protein

F. Carbohydrates

G. Nutrition

H. Fat-soluble vitamin

TEST ITEM 005-00-07

INSTRUCTIONS TO STUDENTS: Write T if the statement is true and F if the statement is false.

___1. A person's food habits are not affected by emotional stress.

___2. Personal food habits often change as conditions surrounding the individual change.

___3. The nutritional needs of the 25 year old pregnant female and the 25 year old male are the same.

___4. As physical activity increases, the need for food increases.

___5. The kinds and amounts of nutrients needed by women change.

___6. People who live in warm climates generally need fewer calories than those who live in cold climates.

___7. The elderly person needs more calories than the teenager.

___8. Generally, the total number of calories needed by women are increased when they are breastfeeding.

___9. Teenage girls need more iron than teenage boys need.

___10. The U. S. Recommended Daily Allowances used in nutrition labeling on food products are correct for all persons.

TEST ITEM 005-00-08

INSTRUCTIONS TO STUDENTS: The amounts and kinds of nutrients needed by individuals are determined by which of the following? Indicate the correct answers.

___1. Heredity

___2. Income

___3. Age

___4. Sex

___5. Size

___6. Nationality

___7. Race

___8. Physical activity

___ 9. Climate

___10. Physical state

___11. Emotional state

___12. Education

COMPETENCY 005: Analyze the role of nutrients in meeting the nutritional needs of individuals.

TEST ITEM 005-00-09

INSTRUCTIONS TO STUDENTS: Read the following situation and select each of the statements which would help solve John's problem.

John Lee is a junior in high school and is overweight for his height and weight. He has a mild case of acne and is very embarrassed about his appearance. His mother, Mrs. Lee, works in a factory during the afternoon and evening and often leaves it up to John to prepare his dinner. He seldom eats breakfast, has a soft drink with two cheeseburgers and French fries for lunch, and nibbles snacks as soon as school is over. Peanut butter and jelly sandwiches and a chocolate milkshake are usually the things he eats for his supper. His favorite bedtime snack is a hot fudge sundae. What should John do? Place an A by the things he should do and a B by those things he should not do.

___1. Continue to skip breakfast since that cuts down on calorie intake during the day.

___2. Stop eating the empty calorie foods.

___3. Take vitamins to lose weight.

___4. Ask his mother to help him plan foods he can fix for himself that are nutritious and lower in calories.

___5. Select foods such as fruits and raw vegetables for between meal and bedtime snacks.

___6. Plan after school activities that will increase physical exertion so that more calories will be used.

___7. Try to make some changes in his daily habits which substitute new activities at most of the times he would usually nibble snacks.

___8. Take vitamins to clear up his skin problem.

TEST ITEM 005-00-10

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place an (x) in the space by the best answer.

Which of the following may affect the weight of teenage girls who are the same height and age and consume the same diet?

___a. Vitamin intakes

___b. Eating speeds

___c. Daily eating times

___d. Sleeping patterns

___e. Activity levels

TEST ITEM 005-00-11

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the phrase(s) that best answers the question.

Protein not needed to build and repair body tissue is:

___a. stored for future use.

___b. changed into fat.

___c. excreted in the urine.

___d. changed into minerals.

___e. used to fight off diseases.

TEST ITEM 005-00-12

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the statement(s) that best answers the question.

Which of the following statements about Vitamin C is true?

___a. Large doses of Vitamin C cure the common cold.

___b. An excess of Vitamin C is excreted in the urine.

___c. Vitamin C helps wounds to heal.

___d. Many fresh, raw fruits are a good source of Vitamin C.

___e. A person who greatly lacks Vitamin C will bruise easily.

COMPETENCY 005: Analyze the role of nutrients in meeting the nutritional needs of individuals.

TEST ITEM 005-00-13

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word(s) that best answers the question.

Which of the following minerals are essential in the diet?

___a. Phosphorus

___b. Iron

___c. Iodine

___d. Calcium

___e. Lead

TEST ITEM 005-00-14

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word(s) that best answers the question.

The nutrients that promote growth and repair of body tissue as their major function are:

___a. starches.

___b. proteins.

___c. sugars.

___d. fats.

___e. minerals.

TEST ITEM 005-00-15

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word(s) that best answers the question.

Which of the following would be the best source of iron?

___a. Raisins

___b. Eggs

___c. Lettuce

___d. Tomato juice

___e. Calves liver

TEST ITEM 005-00-16

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word(s) that best answers the question.

Which of the following would be a good substitute for milk in the diet?

___a. Peach yogurt

___b. Swiss cheese

___c. Strawberry jello

___d. Chocolate ice cream

___e. Small curd cottage cheese

COMPETENCY 005: Analyze the role of nutrients in meeting the nutritional needs of individuals.

TEST ITEM 005-00-17

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the phrase(s) that best answers the question.

The absorption and utilization of simple, liquid forms of nutrients in the body is called:

___a. metabolism.

___b. digestion.

___c. absorption.

___d. diffusion.

TEST ITEM 005-00-18

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the phrase(s) that best answers the question.

The first major step in changing food nutrients to nutrients in the blood is called:

___a. metabolism.

___b. digestion.

___c. absorption.

___d. diffusion.

TEST ITEM 005-00-19

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the term(s) that best answers the question.

The chemical process occurring in cells to build tissue or release energy in the body is called:

___a. metabolism.

___b. digestion.

___c. absorption.

___d. diffusion.

TEST ITEM 005-00-20

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the term(s) that best answers the question.

When muscles are in use, they have their carbohydrate needs replenished by _____ in the blood.

___a. glucose

___b. amino acids

___c. proteins

___d. minerals

TEST ITEM 005-00-21

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the term(s) that best answers the question.

Digestive enzymes function in the digestion of _____ by breaking them down into fatty acid and glycerol which are absorbed through the walls of the small intestine.

___a. minerals

___b. amino acids

___c. proteins

___d. fats

COMPETENCY 005: Analyze the role of nutrients in meeting the nutritional needs of individuals.

TEST ITEM 005-00-22

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the statement(s) that best answers the question.

Nutrients are defined as:

___a. elements which build and maintain the physical structure of the body.

___b. combinations of elements used to form and maintain tissues and provide energy to the body.

___c. elements used in the building and coordinating processes of the body, and to maintain activity.

___d. chemicals the body must have in order to function, grow, repair itself and produce energy.

TEST ITEM 005-00-23

INSTRUCTIONS TO STUDENTS: Match the nutrients in the right column to the foods in the left column. Write the appropriate letter or letters on each line provided.

Column A	Column B
___1. Liver	A. Vitamin A
___2. Carrots	B. Vitamin B Complex
___3. Whole milk	C. Vitamin C
___4. Broccoli	D. Vitamin D
___5. Egg yolks	
___6. Butter	
___7. Meats	
___8. Whole grains	
___9. Spinach	
___10. Cod liver oil	

TEST ITEM 005-00-24

INSTRUCTIONS TO STUDENTS: Mark with an (x) each food below that is a good source of complex carbohydrate.

___1. Apple
___2. Whole wheat bread
___3. Cookies
___4. Oatmeal
___5. Apple pie
___6. Spice cake
___7. Baked beans
___8. Bulgur
___9. Rye bread
___10. Cantaloupe
___11. Orange
___12. Corn
___13. Soft drinks
___14. Strawberry jam
___15. Brown rice and beans
___16. Stir-fried vegetables
___17. Cheese pastry
___18. Broccoli
___19. Spinach lasagna
___20. Whole grain breakfast cereal

COMPETENCY 005: Analyze the role of nutrients in meeting the nutritional needs of individuals.

TEST ITEM 005-00-25

INSTRUCTIONS TO STUDENTS: Indicate which of the following statements about proteins are true or false. Mark true statements below with a T and mark false statements with an F.

___1. An essential amino acid can be made in the body.

___2. A nonessential amino acid can be made in the body.

___3. The proteins in animal foods are classified as complete proteins.

___4. Most of the proteins in plant foods are classified as incomplete.

___5. Protein is needed in the diet to aid in forming hormones in the body.

___6. Transanimation can be used to make new nonessential amino acids in the body.

___7. For the best use of protein in the body, you need to get enough carbohydrates and fats to meet your energy needs.

___8. The name of the protein deficiency condition in young children is scurvy.

TEST ITEM 005-00-26

INSTRUCTIONS TO STUDENTS: Identify each of the following foods as a source of complete protein or a source of incomplete protein. Place an A on the line in front of each food which is a source of incomplete protein. Place a B on the line in front of each food which is a source of complete protein.

___1. Baked beans

___2. Hamburger

___3. Cheddar cheese

___4. Peanut butter

___5. Fish sticks

___6. Chicken salad

___7. Yogurt

___8. Whole wheat bread

___9. Split pea soup

___10. Bulgur

COMPETENCY 006: Identify ways of adequately meeting the nutritional needs of individuals for the promotion of good physical and emotional health.

TEST ITEM 006-00-01

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response.

___1. The characteristics of a well-planned menu are:

a. attractive color combination.
b. flavors that blend.
c. a variety of textures, shapes and temperatures.
d. all foods are nutritious.

___2. Meals for the family should be planned according to:

a. basic four food groups.
b. family likes and dislikes.
c. what the budget allows.
d. family activities.

___3. Fresh fruits are better for you than carbonated drinks because fruit juices:

a. contain vitamins.
b. are higher in calories.
c. contain minerals.
d. are higher in sugar.

TEST ITEM 006-00-02

INSTRUCTIONS TO STUDENTS: Select the word or phrase from Column B to complete the sentence in Column A.

Column A	Column B
___1. Using the Daily Food Guide as a basis for food selection assures us of ____.	A. Calcium
___2. Milk is our best source of ____ for normal bones and teeth.	B. Protein
___3. You should eat ____ or more servings from the meat group every day.	C. A well-balanced diet
___4. All the foods in the meat group are important sources of the nutrient ____.	D. 2
___5. Dry peas, beans, and lentils may be used as alternates for ____.	E. Cheese
___6. ____ may replace part of the milk in one's daily diet.	F. Meat
	G. Iron
	H. Ascorbic acid

COMPETENCY 006: Identify ways of adequately meeting the nutritional needs of individuals for the promotion of good physical and emotional health.

TEST ITEM 006-00-03

INSTRUCTIONS TO STUDENTS: Classify the foods listed below according to the food group (column 1) in which they belong (A, B, C, or D) and according to the nutrients (column 2) in which they are rich (E, F, G, or H).

Column 1: Food Group

A. Milk and Milk Products
B. Meat
C. Fruits and Vegetables
D. Bread and Cereals

Column 2: Nutrients

E. Vitamin A
F. Vitamin C
G. Protein
H. Carbohydrate

	(1)	(2)		(1)	(2)
1. Peanut butter	____	____	8. Ice cream	____	____
2. Cheese	____	____	9. Grapefruit	____	____
3. Custard	____	____	10. Spaghetti	____	____
4. Spinach	____	____	11. Sweet Potatoes	____	____
5. Oranges	____	____	12. Eggs	____	____
6. Rice	____	____	13. Corn meal	____	____
7. Bread	____	____			

TEST ITEM 006-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statement that best answers the question.

The Recommended Daily Allowances cover the nutritional needs of the general population because:

___a. body needs for the specific nutrients are basically the same.

___b. recommendations vary according to different population groups.

___c. separate tables are used for recommending body needs based on a person's health.

___d. a safety margin is built in to cover practically all differences in needs.

TEST ITEM 006-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statement that best answers the question.

Reasons for using the Basic Four Food Guide include all of the following EXCEPT which one?

___a. It provides a set of rules for all persons to follow to assure similarity in food selection.

___b. It is an easily remembered way to select varied meals.

___c. It provides a quick way to determine and approximately assess your diet.

___d. It allows for adjusting menus for individual food preference.

TEST ITEM 006-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statement that best answers the question.

Uses of the RDA include all of the following EXCEPT which one?

___a. A guide for planning and obtaining food.

___b. A means to determine specifically whether or not a person is properly nourished.

___c. A guide for setting standards for public assistance programs.

___d. All of the above represent intended uses of the RDA.

COMPETENCY 006: Identify ways of adequately meeting the nutritional needs of individuals for the promotion of good physical and emotional health.

TEST ITEM 006-00-07

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statement that best answers the question.

The value of the RDA's is that:

___a. they change as new information becomes available.

___b. nutritional requirements set by the RDA's are permanent.

___c. they are free from change because they are based on scientific knowledge.

___d. they are based on what is considered abnormal nutrition.

TEST ITEM 006-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statement that best answers the question.

Recommended servings for which one of the following food groups include having one important source of Vitamin A at least every other day?

___a. Bread and cereal

___b. Fruits and vegetables

___c. Meat and meat substitutes

___d. Milk

TEST ITEM 006-00-09

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statement that best answers the question.

Which one of the following food groups includes such food as peanut butter?

___a. Bread and cereal

___b. Fruits and vegetables

___c. Milk

___d. Meat and meat substitutes

TEST ITEM 006-00-10

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statement that best answers the question.

The body's principle source of protein comes from which of the following food groups?

___a. Bread and cereal

___b. Fruits and vegetables

___c. Milk

___d. Meat and meat substitutes

TEST ITEM 006-00-11

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statement that best answers the question.

Which one of the following food groups furnishes the body with thiamin, riboflavin, niacin and iron?

___a. Bread and cereal

___b. Fruits and vegetables

___c. Milk

___d. Meat and meat substitutes

COMPETENCY 006: Identify ways of adequately meeting the nutritional needs of individuals for the promotion of good physical and emotional health.

TEST ITEM 006-00-12

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank to the left of the phrase/statement that best answers the question.

The body's need for protein, calcium, and riboflavin is provided by which of the following food groups?

___a. Bread and cereal

___b. Fruits and vegetables

___c. Milk

___d. Meat and meat substitutes

TEST ITEM 006-00-13

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank to the left of the word/phrase that best answers the question.

Which one of the following food groups provides the body with fiber, Vitamins A and C and various minerals?

___a. Bread and cereal

___b. Fruits and vegetables

___c. Milk

___d. Meat and meat substitutes

TEST ITEM 006-00-14

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank to the left of the word/phrase that best answers the question.

Food such as brown rice is included in which one of the following food groups?

___a. Bread and cereal

___b. Fruits and vegetables

___c. Milk

___d. Meat and meat substitutes

TEST ITEM 006-00-15

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank to the left of the word/phrase that best answers the question.

Food such as dry beans is included in which one of the following food groups?

___a. Bread and cereal

___b. Fruits and vegetables

___c. Milk

___d. Meat and meat substitutes

TEST ITEM 006-00-16

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank to the left of the word/phrase that best answers the question.

Which one of the following food groups is an excellent source of energy for the body because of its rich carbohydrate content?

___a. Fruits and vegetable

___b. Bread and cereal

___c. Milk

___d. Meat and meat substitutes

COMPETENCY 006: Identify ways of adequately meeting the nutritional needs of individuals for the promotion of good physical and emotional health.

TEST ITEM 006-00-17

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word/phrase that best answers the question.

Which one of the following food groups supplies the body with sugar for energy as well as cellulose for regulation?

___a. Fruits and vegetables

___b. Bread and cereal

___c. Milk

___d. Meat and meat substitutes

TEST ITEM 006-00-18

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word/phrase that best answers the question.

Nutrients from which one of the following food groups are used especially for building teeth, bones and body tissues?

___a. Fruits and vegetables

___b. Bread and cereal

___c. Milk

___d. Meat and meat substitutes

TEST ITEM 006-00-19

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word/phrase that best answers the question.

All of the following statements about fruits and vegetables are true EXCEPT which one?

___a. Fruits and vegetables are foods often lower in calories.

___b. Fruits and vegetables do not contribute water to the diet.

___c. Fruits and vegetables provide the body with calcium and iron.

___d. Most fruits and vegetables provide sugar for energy.

TEST ITEM 006-00-20

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word/phrase that best answers the question.

All of the following foods are rich in Vitamin A EXCEPT:

___a. tomatoes.

___b. apricots.

___c. broccoli.

___d. shredded wheat.

TEST ITEM 006-00-21

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word/phrase that best answers the question.

The body uses foods from the Bread and Cereal Group in all the following ways EXCEPT:

___a. to keep the nervous system healthy.

___b. to build and maintain tissues.

___c. to provide proper functions of the heart and nervous system.

___d. to build and repair the skeletal structure.

COMPETENCY 006: Identify ways of adequately meeting the nutritional needs of individuals for the promotion of good physical and emotional health.

TEST ITEM 006-00-22

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word/phrase that best answers the question.

Nutrients provided by the Milk Group aid the body in all of the following ways EXCEPT:

___a. to build strong bones and teeth.

___b. to help the body save protein.

___c. to help nerves and muscles react normally.

___d. to promote healthy eyes, mouth and lips.

TEST ITEM 006-00-23

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word/phrase that best answers the question.

Nutrients provided by the Meat Group aid the body in all of the following ways EXCEPT:

___a. to form red pigment in blood which carries oxygen to all tissues.

___b. to help form antibodies that fight infection and disease.

___c. to keep digestive system working properly.

___c. to keep gums in good repair.

TEST ITEM 006-00-24

INSTRUCTIONS TO STUDENTS: Indicate the correct response by placing a check (✓) in the appropriate column.

Foods that are included in the Basic Four Food Groups:

Yes	No	
___	___	1. provide sugar, fats and oils important in nutrition.
___	___	2. are high in nutrients and low in caloric values.
___	___	3. include unenriched cereals.
___	___	4. are not usually lacking in American diets.

TEST ITEM 006-00-25

INSTRUCTIONS TO STUDENTS: For each food listed, locate the food group in which it is found. Place the letter corresponding to your choice in the blank to the left of each food. The letters are used more than once.

Food

___1. Yogurt

___2. Dried beans and peas

___3. Chicken nuggets

___4. Green beans

___5. Bran flakes

___6. Liver

___7. Lasagne noodles

___8. Cantaloupe

___9. Muffins

___10. Ice cream

Food Group

A. Bread and Cereal Group

B. Meat Group

C. Milk Group

D. Vegetable and Fruit Group

11. The number of servings recommended daily for the Milk Group are _____.

12. The number of servings recommended for the Bread and Cereal Group are _____.

13. The number of servings recommended for the Meat Group are _____.

14. The number of servings recommended for the Vegetable and Fruit Group are _____.

15. The job of choosing the best foods daily for good health is simplified by use of the _____.

COMPETENCY 006: Identify ways of adequately meeting the nutritional needs of individuals for the promotion of good physical and emotional health.

TEST ITEM 006-00-26

INSTRUCTIONS TO STUDENTS: Complete the following tables according to the specific instructions given for each table.

1. Fill in the remainder of the 5 Basic Food Groups, the recommended number of servings for each group, and the major nutrients provided by that group.

Food Group	Recommended Number of Daily Servings	Major Nutrients
Milk Group		
	2	
		Vitamins A & C
	4	
	-	Some nutrients in small amounts

2. Name the 6 classes of nutrients, state their main function, and list two good food sources for each nutrient.

Nutrient Class	Function	Food Sources
Carbohydrates		
		Meat, dairy products, beans, grains
	Provide energy	
Vitamins		
		Dairy products, green leafy vegetables, red meat, whole grains
	Regulates temperature, lubricates joints, cushions organs	

3. Identify the 6 nutrients most likely to be low in teenage diets. State the main function of each. Name 2 good food sources of each. Choose 2 of the nutrients and describe conditions resulting from deficiencies of these nutrients.

Nutrients	Function	Food Sources	Deficiency Conditions
Vitamin A			
	Maintaining healthy skin		
		Milk, Cheese, Yogurt	
			Tiredness, weakness
Zinc			
	Forming healthy red blood cells		

COMPETENCY 007: Interpret the relationship of diet and lifestyles to nutritionally related health problems.

TEST ITEM 007-00-01

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank left of the number.

Which of the following diseases will a diet balanced in all the necessary vitamins and minerals help prevent?

___a. Rickets

___b. Beriberi

___c. Anemia

___d. Colds

___e. Scurvy

TEST ITEM 007-00-02

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank left of the number.

Which of the following statements about iodized salt is false?

___a. It should be taken immediately after strenuous activity.

___b. It raises the blood pressure.

___c. It helps prevent goiters.

___d. It raises the cholesterol level.

___e. It helps remove water from the body.

TEST ITEM 007-00-03

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank left of the number.

The nutrient that is essential to the prevention of tooth decay is:

___a. sodium.

___b. chlorine.

___c. florice.

___d. potassium.

___e. sulfur.

TEST ITEM 007-00-04

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank to the left of the number.

Which of the following would be most effective in preventing heart disease?

___a. Cut intake of saturated fats.

___b. Lower cholesterol levels.

___c. Cut down excess calories.

___d. Increase sodium intake.

___e. Decrease Vitamin D intake.

COMPETENCY 007: Interpret the relationship of diet and lifestyles to nutritionally related health problems.

TEST ITEM 007-00-05

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

Lack of a nutritionally adequate diet will result in the least harm during the ages of:

___a. birth to 5 years.

___b. 5-10 years.

___c. 10-15 years.

___d. 15-20 years.

___e. over 20 years.

TEST ITEM 007-00-06

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

A health problem that occurs from a lack of Vitamin A.

___a. Night blindness

___b. Deformed joints

___c. Mental retardation

___d. Anemia

___e. Diabetes

TEST ITEM 007-00-07

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

A person who eats a nutritionally balanced diet with more calories than his or her body needs will eventually:

___a. become anemic.

___b. develop vitamin deficiencies.

___c. develop skin disorders.

___d. become physically fit.

___e. become obese.

TEST ITEM 007-00-08

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

Moderate daily amounts of fiber will help prevent:

___a. brittle hair.

___b. constipation.

___c. strengthened fingernails.

___d. diarrhea.

___e. regular bowel movements.

COMPETENCY 007: Interpret the relationship of diet and lifestyles to nutritionally related health problems.

TEST ITEM 007-00-09

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

At her yearly visit, Sara's doctor said that she has an obesity problem. This means that:

___a. excessive salt intake has caused her blood pressure to rise.

___b. her basal metabolism and activity levels are higher than her food intake.

___c. water is being retained in her body tissues causing a weight gain.

___d. unneeded energy is stored as fat in the tissues of her body.

TEST ITEM 007-00-10

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

Harvey Waters is diabetic. How would his recommended diet probably differ from the "normal" pattern?

___a. Increased intake of concentrated sweets.

___b. Eat to keep his weight at top level for his size and build.

___c. Change to fats which are polyunsaturated.

___d. Substitute honey for cane sugar.

TEST ITEM 007-00-11

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

A way to overcome a lack of ascorbic acid in a diet would be through:

___a. orange juice.

___b. lean beef.

___c. skim milk.

___d. whole wheat bread.

TEST ITEM 007-00-12

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

During pregnancy, if the calcium or Vitamin D intake is lacking, the common effect is:

___a. removal of calcium from the mother's bones.

___b. the infant is born with rickets.

___c. the mother-to-be usually experiences severe nausea.

___d. blindness will often occur in the infant.

TEST ITEM 007-00-13

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

Anorexia nervosa is:

___a. an illness occuring later in life and is caused by changes in a person's basal metabolism.

___b. a condition occuring mostly in teenage girls and is characterized by a rejection of food.

___c. another term for obesity in children.

___d. upsets in the body's digestive system which lead to severe malnutrition.

COMPETENCY 007: Interpret the relationship of diet and lifestyles to nutritionally related health problems.

TEST ITEM 007-00-14

INSTRUCTIONS TO STUDENTS: Match the vitamin or mineral in Column 2 to the disease listed in Column 1 that results from a deficiency of that vitamin or mineral.

Column 1: Disease	Column 2: Vitamin or Mineral
___1. Rickets	A. Niacin
___2. Goiter	B. Vitamin B_{12}
___3. Pellagra	C. Thiamin
___4. Pernicious anemia	D. Iodine
___5. Scurvy	E. Folic acid
___6. Beriberi	F. Vitamin D
___7. Iron-deficiency anemia	G. Iron
	H. Vitamin C

TEST ITEM 007-00-15

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank to the left.

___Which is not a mineral that is important to bone growth?

a. Calcium
b. Iron
c. Phosphorus
d. Fluorine

TEST ITEM 007-00-16

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank to the left.

___Compared with people of normal weight, overweight people are more likely to have:

a. atherosclerosis.
b. hypertension.
c. diabetes.
d. anemia.

TEST ITEM 007-00-17

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank to the left of the statement.

___Vitamin A helps you to resist disease by keeping:

a. your skin moist.
b. germs away from your hands.
c. your eyes well lubricated and clear.
d. the mucous membrane of your nose properly lubricated.

TEST ITEM 007-00-18

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank to the left of the statement.

___An extreme lack of Vitamin A causes xerophthalmia, in which:

a. the surface of the eye becomes dry.
b. the eye runs constantly.
c. the eye becomes extremely red.
d. the eye becomes infected.

COMPETENCY 007: Interpret the relationship of diet and lifestyles to nutritionally related health problems.

TEST ITEM 007-00-19

INSTRUCTIONS TO STUDENTS: Match the vitamins in the right column to the functions listed in the left column. Write your answers on the lines provided.

___1. Essential for bone growth.

___2. Helps protect Vitamins A and C from oxidizing.

___3. Needed for proper coagulation or clotting of blood.

___4. Helps keep skin and mucous membranes healthy.

___5. Helps protect unsaturated fatty acids from oxidizing.

___6. Prevents night blindness.

___7. Can be formed in the skin in the presence of sunlight.

___8. Helps the body absorb calcium.

___9. Prevents rickets and osteomalacia.

A. Vitamin A

B. Vitamin D

C. Vitamin E

D. Vitamin K

COMPETENCY 008: Demonstrate the use of nutrition principles when planning meals to meet dietary needs.

TEST ITEM 008-00-01

INSTRUCTIONS TO STUDENTS: Catherine ate the following meals and snacks yesterday. Evaluate what she ate by answering the following questions.

Scrambled Eggs
Grits Buttered Toast
Milk

Sliced Turkey Sandwich
Green Peas French Fries
Brownie
Koolade

Baked Chicken
Baked Potato Macaroni and Cheese
Buttered Rolls
Lemon Meringue Pie
Coke

Snacks During the Day:
Sugar Cookies
Popcorn
Candy
Coke

a. Do the foods supply at least the minimum number of servings per day? _____

How many servings per food group did you find? _____

_____

_____

_____

b. If there is a deficiency, what is missing? _____

_____

_____

_____

_____

c. Are there any changes in the color or texture of the foods that you would make? _____

_____

_____

_____

_____

COMPETENCY 008: Demonstrate the use of nutrition principles when planning meals to meet dietary needs.

TEST ITEM 008-00-02

INSTRUCTIONS TO STUDENTS: Here is Catherine's menu for the following day. Evaluate it by answering the questions.

Breakfast

Grapefruit Half
Muffin
Milk

Lunch

Ice Cream
Coke
Potato Chips

Dinner

Fried Chicken
Mashed Potatoes with Gravy
Carrot Sticks
Brownies
Iced Tea

a. List under each of the Basic Four the corresponding foods from Catherine's menu. Add the number of servings in each group and write the total on the line below.

Milk Group	Meat Group	Vegetable-Fruit Group	Grain Products Group
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Total _____	Total _____	Total _____	Total _____

b. Which group has the most servings? _____

c. Which group has the fewest servings? _____

d. Which three groups need more servings if Catherine's menu is to be nutritious? How many servings does each one need?

Group _____ Number of additional servings _____

Group _____ Number of additional servings _____

Group _____ Number of additional servings _____

e. How would you change Catherine's menu? Write your suggestions below. _____

_____

_____

_____

_____

COMPETENCY 008: Demonstrate the use of nutrition principles when planning meals to meet dietary needs.

TEST ITEM 008-00-03

INSTRUCTIONS TO STUDENTS: Place a check (✓) beside the statement that best answers the question.

Mike is a sixteen-year-old high school junior who plays basketball. He is very conscientious about training rules. He has heard that athletes need more meat than other people, especially beef. Mike's mother wants to please him and help keep him in shape, but she has to cook within a budget, and the family often enjoys fish, poultry, or an egg dish for dinner. Which of the following is the best solution?

___a. Mike should have some meat at every meal and beef (preferably steak) at dinner.

___b. Mike needs extra meat, but it could be less expensive cuts than steak.

___c. Mike does not need extra meat for athletics. He should eat what the family normally eats, including meat, fish, poultry, and eggs.

___d. Mike does not need to be careful of what he eats.

TEST ITEM 008-00-04

INSTRUCTIONS TO STUDENTS: Place a check (✓) beside the statement that best answers the question.

Karen is also fourteen. She often skips food in the morning, snacks on sweets and soft drinks, and avoids most vegetables. She knows that she might feel better if she ate more sensibly, but she also takes vitamin pills. She thinks that the vitamin pills will make up for all the nutrients she doesn't get from food regularly. What do you think?

___a. Karen is right; the vitamin pill will make up for all the poor food habits she has.

___b. It would be far better if Karen got her vitamins from food, since no pill contains all the nutrients she needs.

___c. If Karen doesn't eat sensibly, taking vitamins will just make the situation worse.

___d. Vitamin pills will make her feel better but she won't be any healthier unless she eats right.

TEST ITEM 008-00-05

INSTRUCTIONS TO STUDENTS: Place a check (✓) beside the statement that best answers the question.

Alice is a healthy, active fourteen-year-old. She regularly eats breakfast and dinner at home, and lunch at school. Her weight is normal, and she eats a varied diet that includes all the foods recommended in the Daily Food Guide. She regularly takes a multivitamin pill with breakfast in the morning. Which of the following statements is probably most accurate?

___a. Alice needs the vitamin pill to supply the vitamins and minerals that her food doesn't supply.

___b. Alice's diet is adequate, but the vitamin pill is good "nutritional insurance."

___c. While Alice doesn't need the extra vitamins to be healthy, they will give her added vitality.

___d. Alice's food supplies her with all the vitamins she needs; the vitamin pill is essentially a waste of money.

COMPETENCY 008: Demonstrate the use of nutrition principles when planning meals to meet dietary needs.

TEST ITEM 008-00-06

INSTRUCTIONS TO STUDENTS: Place a check (✓) beside the statement that best answers the question.

Here is the food intake of a sixteen-year-old girl for one day.

In the morning:	Cereal 1 glass milk Coffee
Lunch:	Tuna sandwich Lettuce salad Celery sticks Milk
Afternoon:	Ice cream
Dinner:	Pork chop Rice and gravy Peas Lettuce and endive salad Roll and butter Chocolate cake Milk

What is wrong with this day's diet?

___a. Not enough milk.

___b. Poor choice of fruits and vegetables.

___c. Too many sweets.

___d. Not enough foods from the bread and cereal group.

___e. There is nothing wrong with this day's food.

TEST ITEM 008-00-07

INSTRUCTIONS TO STUDENTS: Place a check (✓) beside the statement that best answers the question.

Here are four breakfasts eaten by teenage boys. How would you rate them?

John's

Cheese sandwich
Tomato juice
Glass of milk

Chuck's

Ready-to-eat cereal
Milk
Toast and butter, 2 slices

Keith's

"Instant" breakfast mix with milk

Andy's

Eggnog using 2 eggs and
1 glass milk
1 glass orange juice
Piece of toast with butter

___a. All are good except Keith's.

___b. All are good except John's.

___c. John's and Andy's are good, but Chuck's and Keith's are not.

___d. Andy's is the only really good breakfast.

___e. None of these are very good breakfasts.

___f. All of these are good breakfasts.

COMPETENCY 008: Demonstrate the use of nutrition principles when planning meals to meet dietary needs.

TEST ITEM 008-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) in the space beside the statement that best answers the question.

Sue got up too late on Saturday to have breakfast with the family, but she drank a glass of milk and took two cookies to eat on the way downtown to meet her girl friend for shopping. By 10:30 in the morning she was hungry, so they stopped at a snack bar and Sue has a glass of orange juice and two pieces of cinnamon toast. This made her feel better, but then she wasn't hungry at lunchtime so she skipped lunch. That evening Sue's parents were going out and Sue was to fix her own dinner. She heated up a ready-prepared frozen dinner which contained two pieces of fried chicken, mashed potatoes and gravy, cooked carrots, applesauce, and a roll. She had two glasses of skim milk with dinner, then rushed off on a date. After the movie that night, Sue and her date stopped at the local hamburger shop and she had a hamburger and a thick chocolate shake. What do you think of Sue's food on this Saturday?

___a. Too many snacks.

___b. Too many sweets.

___c. Terrible - she can't possibly get the foods she needs eating this way.

___d. Her food this day was OK - she got all she needs of the Basic Four Food Groups.

___e. Would have been all right if she had had a better breakfast.

COMPETENCY 009: Plan, prepare and serve nutritious snacks.

TEST ITEM 009-00-01

INSTRUCTIONS TO STUDENTS: The food choices you make influence the way you look and feel. Choosing a balanced diet will help you look and feel your best. Read each of the situations below. Write the answer of the best nutritional choice in the blank and then explain why you made that choice.

	Situation	Why
___	1. You rush home from school and grab a snack before the football game. You would: a. eat a bag of potato chips. b. reach for a fresh apple. c. gulp down a soft drink.	
___	2. You love to nibble on a snack while watching TV. You would: a. crunch on raw vegetables. b. eat corn chips and dip. c. munch on chocolate-covered peanuts.	
___	3. Your friend Dave wants to lose weight. You recommend low-calorie snacks for his diet. You would suggest: a. peanuts. b. popcorn. c. potato chips.	
___	4. You are craving a snack before bed. You raid the refrigerator and find the following choices. You would choose: a. apple pie. b. cold soft drink. c. leftover chicken.	
___	5. It is midmorning and you need a pick-me-up between classes. You pass the vending machine and decide to make a purchase. You would choose: a. cream-filled oatmeal cookies. b. barbecued potato chips. c. peanut butter on whole-grain crackers.	
___	6. Your friends are going out for a fast-food lunch. You are trying to lose those last few pounds. You decide to go along. You would choose: a. fish sandwish and milkshake. b. salad bar and milk. c. hamburger, french fries, and soft drink.	

TEST ITEM 009-00-02

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank to the left of the statement.

___Which Basic Four Food Group is most likely to be in short supply in your diet and therefore is a good choice for a snack?

a. Meats
b. Fruits and vegetables
c. Milk products
d. Breads and cereals

COMPETENCY 009: Plan, prepare and serve nutritious snacks.

TEST ITEM 009-00-03

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank to the left of the statement.

___One useful purpose of a snack is to:

a. add calories to your daily caloric intake.
b. keep you from being hungry from meal to meal.
c. dull a hungry appetite so you won't eat as much at the next meal.
d. supply vitamins and minerals missing from the day's meals.

TEST ITEM 009-00-04

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space beside the responses that best answer the question.

Milk is rich in which of the following nutrients?

___a. Protein

___b. Phosphorus

___c. Iron

___d. Calcium

TEST ITEM 009-00-05

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the response that best completes the statement.

Snacks that are high in calories but low in nutrients are not a good idea because they:

___a. cause you to gain weight.

___b. dull your appetite for the next meal.

___c. are hard on your complexion.

___d. increase your desire for more fattening foods.

TEST ITEM 009-00-06

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the responses that best complete the statement.

Fresh fruits are better for you than carbonated drinks because fruit juices:

___a. contain vitamins.

___b. are higher in calories.

___c. contain minerals.

___d. are high in sugar.

TEST ITEM 009-00-07

INSTRUCTIONS TO STUDENTS: Put an (x) by the snack foods that are nutritious as well as fairly low in calories.

___1. Fruit juices
___2. Fruit punch
___3. Milk
___4. Cheese
___5. Candy bar
___6. Raisins
___7. Celery sticks
___8. Carrot sticks
___9. Sour cream dip
___10. Hot fudge sundae
___11. Pie with ice cream
___12. Flowerets of cauliflower
___13. Cherry tomatoes
___14. Fudge bar
___15. Dried apricots
___16. Lettuce wedge
___17. Cookies
___18. Potato chips

COMPETENCY 010 : Plan, prepare and serve breakfast foods that are easy and quick to prepare, and high in nutritional value.

TEST ITEM 010-00-01

INSTRUCTIONS TO STUDENTS: The food choices you make influence the way you look and feel. Read each situation below. Write the answer of the best nutritional choice in the blank. Explain why you made the choice.

	Situation	Why
___	1. You overslept again! In a hurry to get to school, you rush out the door. For breakfast, you would: a. reach for a doughnut. b. not eat anything. c. grab a fresh banana.	
___	2. You are tired of eating the same old breakfast foods. For a change, you would try: a. chocolate layer cake. b. glazed doughnuts and milk. c. turkey sandwich on whole-wheat bread and milk.	
___	3. Mary drives a bus, leaving home at 6:30 a.m. A good high-energy breakfast for her is: a. whole wheat muffin with grape jelly. b. a milk shake consisting of banana, milk, egg and honey. c. orange juice.	

TEST ITEM 010-00-02

INSTRUCTIONS TO STUDENTS: The statements in questions 1-8 refer to the breakfast menu shown below. For each statement, indicate the correct response by checking (✓) the appropriate column.

Whole Wheat Pancakes
Topped with
Fresh Strawberries and Honey
A Glass of Milk

Yes	No	
___	___	1. This menu lacks complete protein.
___	___	2. This menu lacks carbohydrates.
___	___	3. This meal could be considered a light breakfast for a teenage girl.
___	___	4. This menu provides Vitamin A.
___	___	5. This menu provides Vitamin C.
___	___	6. This menu provides calcium and phosphorus.
___	___	7. The meal could be prepared quickly.
___	___	8. This menu lacks the B-Vitamins.

TEST ITEM 010-00-03

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the blank left of the question.

___Ideally, breakfast should supply at least what part of your daily food intake?

a. 1/4
b. 1/2
c. 1/8
d. 1/3

COMPETENCY 010 : Plan, prepare and serve breakfast foods that are easy and quick to prepare, and high in nutritional value.

TEST ITEM 10-00-04

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the blank left of the question.

___To meet your body's needs, approximately how many calories should your breakfast contain?

a. 800-1000
b. 400-600
c. 600-800
d. 1000-1200

TEST ITEM 010-00-05

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the blank left of the question.

___Which of these food substances helps best in preventing midmorning hunger pangs?

a. Sugar
b. Protein
c. Starch
d. All of these

TEST ITEM 010-00-06

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the blank left of the question.

___Why is it not a good idea to drink only coffee for breakfast?

a. You can't do as much work.
b. You become more shaky.
c. You react more slowly.
d. All of these.

TEST ITEM 010-00-07

INSTRUCTIONS TO STUDENTS: Put an (x) in front of the statement that describes mose accurately what is likely to napper to you if you skip breakfast.

___a. You will become shaky as the morning progresses.

___b. You will have plenty of pep and energy until lunch time.

___c. You will most likely be low in the nutrients you need for the rest of the day.

___d. Your work output will be slower.

___e. You can do more school work and concentrate better.

___f. You will be low in ascorbic acid (Vitamin C).

___g. Your calcium and phosphorus intake will be low.

___h. You will not be able to concentrate as well as usual on your school work.

TEST ITEM 010-00-08

INSTRUCTIONS TO STUDENTS: Put an (x) in front of those nutrients which are added to powdered breakfast supplements.

___a. Protein

___b. Vitamin A

___c. Ascorbic acid (Vitamin C)

___d. Vitamin B

___e. Iron

___f. Calcium

___g. Vitamin D

___h. Phosphorus

COMPETENCY 012: Identify principles of organization and management for kitchen facilities and equipment.

TEST ITEM 012-00-01

INSTRUCTIONS TO STUDENTS: Select the letters of the correct answers.

General rules to use as a guide for easy-to-reach storage in your kitchen are:

___a. store small appliances on highest shelves.

___b. store supplies and utensils at the center where first used.

___c. store the most often used items in the most accessible place--between knee and shoulder height.

___d. to use storage facilities designed for the items to be kept in them.

TEST ITEM 012-00-02

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the appropriate choices.

The size and design of the kitchen will determine:

___a. the equipment to be selected.

___b. the size of the equipment.

___c. the color of the appliances.

___d. the way the equipment is to be arranged.

TEST ITEM 012-00-03

INSTRUCTIONS TO STUDENTS: Describe proper storage principles for kitchen utensils and tools.

1. _____

_____

_____

_____

TEST ITEM 012-00-04

INSTRUCTIONS TO STUDENTS: For each piece of kitchen equipment or supply listed in Column A, locate the kitchen work center in Column B where it should be located. Place the letter of the center you choose in the blank to the left of each item in Column A. Each letter can be used more than once.

Column A: Kitchen Equipment or Supply	Column B: Kitchen Center
___1. Casserole dishes	A. Cleanup
___2. Cookie sheets	B. Cooking and serving
___3. Detergent	C. Food preparation and storage
___4. Flour, sugar, and salt	
___5. Kitchen knife	
___6. Mixing bowls	
___7. Pots	
___8. Serving dishes	
___9. Scouring pad	
___10. Skillet	

COMPETENCY 013: Select, use, and care for major and portable appliances used for food preparation and storage.

TEST ITEM 013-00-01

INSTRUCTIONS TO STUDENTS: The small appliances listed in the left-hand column are for the uses listed in the right hand-column. Place the letter of the best use in the blank to the left of each small appliance.

___1. Slow cooker	A. Cuts, grates, chops, minces
___2. Mixer	B. Blends, purees, and liquifies food quickly
___3. Food processor	C. Cooks food at low temperatures
___4. Blender	D. Broils food
___5. Skillet	E. Fries, panbroils, braises and saute's
	F. Beats and mixes food

TEST ITEM 013-00-02

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer to the left of the question.

___Which of these type ovens cook food fastest?

a. The conventional oven
b. The microwave oven
c. The convection oven
d. The toaster-broiler oven

TEST ITEM 013-00-03

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer to the left of the question.

___Which of the following is not true of the microwave oven?

a. It defrosts, reheats, and cooks food rapidly.
b. It cooks all food in less time.
c. Foods do not need to be cooked in additional water.
d. It will brown foods like a conventional oven.

TEST ITEM 013-00-04

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer to the left of the question.

___Suitable containers for microwaving include:

a. metal cookware and aluminum foil.
b. all plastic and glass-ceramic types.
c. paper containers.
d. non-heat resistant containers.

TEST ITEM 013-00-05

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer to the left of the question.

___Which of these electric appliances would most likely be thermostatically controlled?

a. Electric skillet
b. Food processor
c. Mixer
d. Blender

TEST ITEM 013-00-06

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer to the left of the question.

___In the convection oven, food is cooked by:

a. microwaves.
b. a stream of heated air, forced by a fan.
c. high pressure.
d. radiated heat.

COMPETENCY 013: Select, use, and care for major and portable appliances used for food preparation and storage.

TEST ITEM 013-00-07

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer to the left of the question.

___Which of the following is a built-in safety feature for microwave ovens?

a. Microwaves cut off when the oven over heats.
b. Extra heavy cords are used.
c. The oven shuts off automatically when the door is ajar.
d. There are no windows in the doors, this prevents leakage of microwaves.

TEST ITEM 013-00-08

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer to the left of the question.

___Of the knives listed, which is considered a good all purpose knife?

a. Chef or French knife.
b. Paring knife.
c. Slicing knife.
d. Utility knife.

TEST ITEM 013-00-09

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer to the left of the question.

___To improve its ability to conduct heat, a core of copper or carbon steel is sometimes added to:

a. cast iron cookware.
b. aluminum cookware.
c. glass ceramic cookware.
d. stainless steel cookware.

TEST ITEM 013-00-10

INSTRUCTIONS TO STUDENTS: Place an (x) to the left of those statements that best answer the question.

Which are precautions when using small electrical appliances?

___a. Follow manufacturer's directions.

___b. Dry hands before connecting or disconnecting.

___c. Plug the cord into the appliance, then into the wall.

___d. Grasp the plug rather than the cord when disconnecting.

___e. Disconnect the cord from the appliance, then from the wall.

___f. Disconnect appliance before cleaning it.

TEST ITEM 013-00-11

INSTRUCTIONS TO STUDENTS: Place an (x) to the left of those statements that best answer the question.

The food processor is an excellent choice for a portable kitchen appliance because it can be used to:

___a. knead bread dough.

___b. mix milk shakes.

___c. cream sugar and fat mixtures.

___d. combine heavy batters.

___e. crush ice.

___f. chop vegetables, nuts, etc.

___g. puree fruit and vegetables.

___h. beat egg whites.

___i. whip cream.

___j. slice fruits, vegetables and cheese.

COMPETENCY 013: Select, use, and care for major and portable appliances used for food preparation and storage.

TEST ITEM 013-00-12

INSTRUCTIONS TO STUDENTS: Place an (x) to the left of those statements that best answer the question.

For which chores is a heavy-duty stand mixer useful?

___a. Kneading bread dough

___b. Combining heavy batters

___c. Whipping cream

___d. Beating eggs

___e. Chopping nuts

___f. Creaming sugar and fat mixtures

___g. Pureeing fruits and vegetables

COMPETENCY 014: Select, use and care for cookware and food preparation tools.

TEST ITEM 014-00-01

INSTRUCTIONS TO STUDENTS: Place the letter of the correct choice in the blank to the left of the statement.

___The utensil that is best to use for scraping bowls and saucepans and for folding one ingredient into another is a:

a. wooden spoon.
b. metal slotted spoon.
c. a rubber scraper.
d. a metal spatula.

TEST ITEM 014-00-02

INSTRUCTIONS TO STUDENTS: Place the letter of the correct choice in the blank to the left of the statement.

___To remove food from liquid, you should use a:

a. basting spoon.
b. wooden spoon.
c. slotted spoon.
d. ladle.

TEST ITEM 014-00-03

INSTRUCTIONS TO STUDENTS: Place the letter of the correct choice in the blank to the left of the statement.

___What task would a wire whip be used for?

a. Stirring spaghetti.
b. Picking up hot foods.
c. Mixing dough.
d. Blending milk and eggs.

TEST ITEM 014-00-04

INSTRUCTIONS TO STUDENTS: Identify the equipment required to complete the steps in the recipe below.

Baking Powder Biscuits

5 cups of flour
2 cups shortening
3 teaspoons sugar
1 teaspoon salt
3 teaspoons baking powder
4 cups buttermilk

Step 1: Break up shortening into flour.
Step 2: Add sugar, salt, and baking powder.
Step 3: Add buttermilk.
Step 4: Knead dough 2 minutes.
Step 5: Roll out to 1/4 inch thickness and cut into desired shape and size.
Step 6: Bake on silicone paper lined sheet pans at 400 degrees for 10 minutes or until golden brown.

___Pastry board
___Pastry blender
___Rubber scraper
___Measuring spoons
___Liquid measuring cup
___Rolling pin
___Metal spatula
___Fork

COMPETENCY 014: Select, use, and care for cookware and food preparation tools.

TEST ITEM 014-00-05

INSTRUCTIONS TO STUDENTS: For each food preparation job listed in Column A, locate the utensil in Column B that should be used. Place the letter of the item you choose in the blank to the left of Column A. Use each letter only once.

Column A: Food Preparation Job	Column B: Utensil
___1. Cut in or mix shortening and flour.	A. Liquid measuring cup
___2. Remove skin from fruits and vegetables.	B. Measuring spoons
___3. Combine dry ingredients together.	C. Metal spatula
___4. Measure milk or water.	D. Pastry blender
___5. Measure small amounts of liquid and/or dry ingredients.	E. Peeler
___6. Level off dry ingredients in cup.	F. Plastic spatula
___7. Lift corn on the cob from hot water.	G. Sifter
	H. Tongs
	I. Rotary beater
	J. Dry measuring cup

TEST ITEM 014-00-06

INSTRUCTIONS TO STUDENTS: Match the tool in the right column that best corresponds to each procedure in the left column. Write the letter in the blank space provided. Use each tool only once. Not all the tools are used.

Procedures	Tools
___1. Beats, stirs, and mixes hot foods	A. Sharpening steel
___2. Used for baking foods and food combinations	B. Flour sifter
___3. Measures the internal temperature of roasts and poultry	C. Paring knife
___4. Dips liquids such as soup from a pan to a bowl	D. Pastry blender
___5. Shreds vegetables and cheese	E. Ladle
___6. Drains liquid from food	F. Vegetable brush
___7. Lifts or turns food	G. Cooling rack
___8. Renews the sharp edge on a knife	H. Kitchen shears
___9. Cools cookies, cakes, and breads	I. Dry measuring cups
___10. Heats foods that would burn easily over direct heat	J. Meat thermometer
___11. Fries, sautés, or panbroils	K. Kitchen fork
___12. Cuts shortening into dry ingredients	L. Wooden spoon
___13. Cuts pastry and dried fruits and vegetables	M. Double boiler
___14. Fills bottles with liquid	N. Skillet
	O. Casserole
	P. Colander
	Q. Funnel
	R. Grater

COMPETENCY 014: Select, use and care for cookware and food preparation tools.

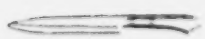
TEST ITEM 014-00-07

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions	Terms
___1. Come in a set of four or five.	A. Paring knife
___2. Use to spread frosting on a cake.	B. Steamer
___3. A long, narrow knife.	C. Peeler
___4. Squeezing the ball end draws liquid into the tube.	D. Slicing knife
___5. Removes food from sides of bowl.	E. Straight-edge spatula
___6. Its use helps retain nutrients in vegetables.	F. Strainer
___7. Used for baking angel food and chiffon cakes.	G. Rubber scraper
___8. A short-bladed knife for cleaning foods.	H. Baster
___9. Its blade swivels.	I. Pot
	J. Pastry brush
	K. Measuring spoons
	L. Tube pan

TEST ITEM 014-00-06

INSTRUCTIONS TO STUDENTS: Match the uses in Column B with the utensils in Column A.

Column A	Column B
___1.	A. Serve stew
___2.	B. Remove skins and seeds, potato eyes
___3. 	C. Stir gravy
___4.	D. Remove fruit and vegetable skins
___5.	E. Chop celery
___6.	F. Extract lemon juice
___7.	G. Shred cabbage
___8.	H. Cut in shortening
	I. Sift flour

COMPETENCY 014: Select, use and care for cookware and food preparation tools.

TEST ITEM 014-00-09

INSTRUCTIONS TO STUDENTS: Match the uses in Column B with the appropriate utensil in Column A.

Column A

___1.

___2.

___3.

___4.

___5.

___6.

___7.

___8.

Column B

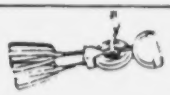
A. Chop celery
B. Fill jars and bottles
C. Remove excess fat
D. Strain crushed pineapple
E. Rinse fruit
F. Slice bread
G. Turn pancakes
H. Lift corn on the cob from water
I. Sift dry ingredients

TEST ITEM 014-00-10

INSTRUCTIONS TO STUDENTS: Identify kitchen utensils and tools used for stirring, lifting, dipping, turning, beating, and whipping. Write the correct names in the blanks provided.

a. _____

b. _____



c. _____

d. _____

e. _____

f. _____

g. _____

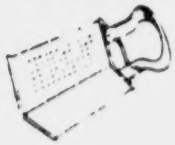
h. _____

i. _____

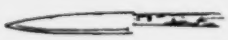
COMPETENCY 014: Select, use and care for cookware and food preparation tools.

TEST ITEM 014-00-11

INSTRUCTIONS TO STUDENTS: Identify kitchen utensils and tools used for cutting, chopping, and mashing. Write the correct names in the blanks provided.

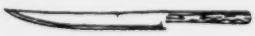


a. _____



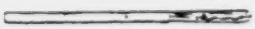
b. _____

c. _____



d. _____

e. _____

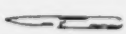


f. _____

g. _____

h. _____

i. _____



j. _____

TEST ITEM 014-00-12

INSTRUCTIONS TO STUDENTS: Identify kitchen utensils and tools used for draining, straining, and sifting.

a. _____

b. _____

c. _____

COMPETENCY 014: Select, use and care for cookware and food preparation tools.

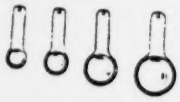
TEST ITEM 014-00-13

INSTRUCTIONS TO STUDENTS: Identify kitchen utensils and tools used for measuring.

a. _____

b. _____

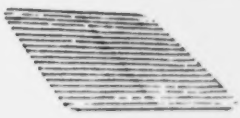
c. _____



d. _____

TEST ITEM 014-00-14

INSTRUCTIONS TO STUDENTS: Identify kitchen utensils and tools used for baking and oven cooking.



a. _____

b. _____

c. _____

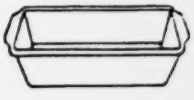
d. _____

e. _____

f. _____

g. _____

h. _____



i. _____

j. _____

k. _____

COMPETENCY 014: Select, use and care for cookware and food preparation tools.

TEST ITEM 014-00-17

INSTRUCTIONS TO STUDENTS: Identify miscellaneous kitchen utensils and tools.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

k. _____

l. _____

COMPETENCY 015: Interpret the use of time, energy, and money in the management of meals.

TEST ITEM 015-00-01

INSTRUCTIONS TO STUDENTS: Complete a plan for preparing and serving the following menu and cleanup afterwards. The meal will be served at 6:00 p.m. (Allow 1 hour and 10 minutes to prepare the meal.)

Lasagne
Green Beans Tossed Salad
Garlic Bread
Milk
Cantaloupe with Sherbet

The lasagne requires 25 minutes to cook. Complete the preparation task chart, then make a time schedule to use to prepare the meal.

1. Preparation Tasks

a. _____ minutes for assembling ingredients.
b. _____ minutes for assembling equipment.
c. _____ minutes for measuring.
d. _____ minutes for mixing or blending.
e. _____ minutes for baking or cooking.
f. _____ minutes for setting the table.
g. _____ minutes for serving and eating.
h. _____ minutes for cleanup.
i. _____ Total minutes needed.

2. Meal Preparation Plan

Preparation Time Zones	Time Schedule
A. Advance Preparation:	
(1) Assemble ingredients for lasagne	5:00-5:10
(2)	
(3)	
B. More Than an Hour to Cook:	
(1)	
(2)	
(3)	
(4)	
(5)	
C. Less Than an Hour to Cook:	
(1)	
(2)	
(3)	
(4)	
D. Last Minute Preparation:	
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
Serve Meal	

COMPETENCY 015: Interpret the use of time, energy, and money in the management of meals.

TEST ITEM 015-00-02

INSTRUCTIONS TO STUDENTS: Place a check (✓) beside those statements that are true.

Which are time and energy work habits that mother could use in preparing family meals?

___a. Have a written plan to follow.

___b. Gather all utensils and supplies.

___c. Use proper utensils and equipment needed for the job.

___d. Make your plans as you prepare the meal.

___e. Have all recipes that are needed.

___f. Be aware of the time as you work.

TEST ITEM 015-00-03

INSTRUCTIONS TO STUDENTS: Select the best menu for the following:

Mary's mother works outside the home and usually has 45 minutes to prepare dinner. Which menu would be appropriate for the time allowed? Check the correct menu.

___a. Baked ham, potato salad, congealed fruit salad, biscuits, homemade ice cream

___b. Turkey with dressing, candied yams, yeast rolls, homemade chocolate cake

___c. Broiled chicken, canned stewed tomatoes, frozen English peas, instant butterscotch pudding

___d. Roast beef, instant creamed potatoes, fresh string beans, cherry pie

TEST ITEM 015-00-04

INSTRUCTIONS TO STUDENTS: Select the best menu for the following:

Tom's mother is in the hospital and he must prepare dinner for his family. The oven is out of order, so he must be careful what he chooses to prepare. Choose the appropriate menu.

___a. Fried chicken, rice and gravy, tossed salad, jello

___b. Baked fish, cole slaw, French fries, hush puppies, angel food cake

___c. Meat loaf, baked potato, corn, clover leaf rolls, brownies

___d. Ham and noodle casserole, asparagus, baked squash, corn bread muffins, egg custard pie

TEST ITEM 015-00-05

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions	Terms
___1. Avoiding waste of nutrients.	A. Planning
___2. Using resources wisely to achieve specific goals.	B. Timetable
___3. Any food that is no longer suitable for eating.	C. Management
___4. The process of getting things ready for use ahead of time.	D. Food waste
___5. Time, skills, money, equipment.	E. Daily Food Guide
___6. Aid to nutrition planning.	F. Pre-preparation
___7. Determining cooking time is part of this.	G. Work simplification
	H. Food conservation
	I. Resources

COMPETENCY 015: Interpret the use of time, energy, and money in the management of meals.

TEST ITEM 015-00-06

INSTRUCTIONS TO STUDENTS: Read the following statements carefully. In the space to the left of each statement, place an (x) if it is a true statement regarding the planning, preparation and service of meals.

___a. Two personal resources are time and skills.

___b. An example of an appealing meal is one with all strong-flavored foods.

___c. Pre-preparation and assembling needed items before you begin to work are basic principles in working efficiently.

___d. Meal planning helps make sure meals are nutritious.

___e. There is little that can be done to make leftovers interesting.

___f. Preheating the oven is recommended for all foods.

___g. Foods that contrast in color and texture are called complements.

___h. The food at each meal should have a variety of shapes and sizes.

___i. To time a meal, plan backwards from the time the meal should be ready.

COMPETENCY 016: Describe practices which provide for safety and sanitation in the preparation and service of food.

TEST ITEM 016-00-01

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions	Terms
___1. Any poison produced by bacteria in food	A. Childproofing
___2. Bacteria often found in improperly home-canned foods that cause severe illness or death	B. Botulism
___3. Known as food poisoning	C. Carbon monoxide
___4. Seedlike single cells from which bacteria grow	D. Food-borne illness
___5. Temperature above which bacteria can no longer grow	E. (125°F)
___6. An odorless, deadly gas	F. (140°F)
	G. Spores
	H. Staphylococcal
	I. Poisoning
	J. Toxin

TEST ITEM 016-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the statement that best answers the question.

1. In case of an accident, it is better:

   ___a. to do nothing unless you know exactly what to do.

   ___b. to do what seems reasonable.

2. Bacteria grow fastest between:

   ___a. 52°C and 60°C (125°F and 140°F).

   ___b. 150°C and 52°C (60°F and 125°F).

3. To stop severe bleeding:

   ___a. cover the wound with a cloth and press firmly.

   ___b. wash out of the way.

4. If a knife starts to fall:

   ___a. try to catch it so it doesn't damage the floor.

   ___b. get out of the way.

5. Which of the two following types of food-borne illnesses is more serious?

   ___a. perfringen poisoning

   ___b. botulism

TEST ITEM 016-00-03

INSTRUCTIONS TO STUDENTS: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition.

___1. Caused by a parasitic roundworm which sometimes can be found in uncooked pork.	A. Infectious hepatitis
___2. Caused by toxins that are produced by a type of bacteria found in improperly home-canned foods.	B. Staphylococcal poisoning
___3. Caused by eating food which has been contaminated by a type of bacteria often transmitted by infected food handlers.	C. Salmonellosis
___4. Caused by a type of spore-forming bacteria found in soil, dust, sewage, food, the human intestinal tract and warm-blooded animals.	D. Perfringens poisoning
___5. Caused by a type of bacteria which is carried by insects, rodents and household pets.	E. Botulism
	F. Trichinosis
	G. Natural poisons

COMPETENCY 016: Describe practices which provide for safety and sanitation in the preparation and service of food.

TEST ITEM 016-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the statements that are true regarding kitchen safety.

___a. Food-borne illnesses are caused by bacteria or by toxins which are produced by bacteria.

___b. Bacteria always are harmful.

___c. Utensils can transfer bacteria from raw foods to cooked foods.

___d. Chlorine bleach can be used to help kill bacteria found on kitchen counters and cutting boards.

___e. Freezing temperatures kill all bacteria.

___f. Large amounts of food take longer to heat or chill than small or average amounts of food.

___g. Always move a knife blade away from the body when cutting.

___h. When lighting a gas range manually, light the match before turning on the gas.

TEST ITEM 016-00-05

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___Raw meat, open sores and mucus are common sources of:

a. botulism.
b. staphylococcal poisoning.
c. salmonellosis.
d. perfringens poisoning.

TEST ITEM 016-00-06

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___Salmonellosis is caused by:

a. clostridium botulinum bacteria.
b. poisonous mushrooms.
c. parasitic roundworm sometimes found in uncooked pork.
d. contaminated meat or poultry.

TEST ITEM 016-00-07

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___To give first aid for a burn:

a. place the burned area under cold running water or in a cold water bath.
b. apply butter or oil to the burn.
c. break any blisters that form.
d. wrap the burned area tightly with sterile gauze.

TEST ITEM 016-00-08

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___In cases of electric shock, first:

a. pull the victim away from the source of the power.
b. disconnect the power source.
c. begin rescue breathing.
d. call the emergency squad.

COMPETENCY 017: Interpret the meanings of words, symbols, abbreviations and directions given in recipes.

TEST ITEM 017-00-01

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer in the blank to the left of the question.

___To make work simpler when preparing a recipe, you can:

a. measure liquid ingredients before you measure dry ones.
b. measure as many ingredients as possible before you begin to put the recipe together.
c. cut food on the counter top.
d. use a rubber scraper only when emptying the ingredients in a bowl into the cooking pan.

TEST ITEM 017-00-02

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer in the blank to the left of the question.

___Which of the following types of information is not included in a standard recipe?

a. Length of cooking time.
b. Substitutions for ingredients not available.
c. Number of servings.
d. Instructions in mixing.

TEST ITEM 017-00-03

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer in the blank to the left of the question.

___A yield in a recipe refers to the:

a. unit cost per serving.
b. caloric weight of ingredients.
c. number of servings.
d. size per serving.

TEST ITEM 017-00-04

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer in the blank to the left of the question.

___To preheat the oven means:

a. to turn the oven on about ten minutes before you plan to put the food in.
b. to adjust the rack to the correct position for the type of pan you are using.
c. to check your recipe for the exact temperature needed for your recipe.
d. to turn the oven on thirty minutes before you plan to put the food in.

TEST ITEM 017-00-05

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer in the blank to the left of the question.

___Before beginning to work, you should read the recipe carefully and:

a. make a list of ingredients and equipment needed to prepare the recipe.
b. make a list of ingredients needed to prepare the recipe.
b. make a list of equipment needed to prepare the recipe.
d. do preparation work.

TEST ITEM 017-00-06

INSTRUCTIONS TO STUDENTS: Speed and accuracy are important factors in food preparation. Which of the following would help one to develop speed and accuracy? If your answer is YES, write A in the blank provided. If your answer is NO, write B in the blank provided.

___1. Read the recipe carefully before beginning.

___2. Wait to measure ingredients until they are called for in the recipe.

___3. Estimate the time required for preparation and cooking.

___4. Check to see that all necessary equipment is available.

COMPETENCY 017: Interpret the meanings of words, symbols, abbreviations and directions given in recipes.

TEST ITEM 017-00-07

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each food preparation description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Food Preparation Descriptions	Terms
___1. To use high heat to brown meat.	A. Dredge
___2. To work dough by pressing and folding until it becomes smooth and elastic.	B. Flake
___3. To cook a liquid until it becomes more concentrated.	C. Knead
___4. To cut food into the smallest possible pieces.	D. Mince
___5. To break into small pieces with a fork.	E. Reduce
___6. To heat a liquid such as milk to the simmering point.	F. Scald
	G. Sear

TEST ITEM 017-00-08

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each food preparation description in the left column. Write the letter in the blank space provided.

Food Preparation Descriptions	Terms
___1. To soak in an acid-oil mixture.	A. Cube
___2. To cut into small squares.	B. Coat
___3. To add water to a concentrated food to return it to its natural state.	C. Cream
___4. To cover food evenly with flour.	D. Fold-in
___5. To make very thin, straight cuts in the surface of a food.	E. Marinate
___6. To beat until soft and smooth.	F. Reconstitute
	G. Score

TEST ITEM 017-00-09

INSTRUCTIONS TO STUDENTS: Match the ingredients in Column A with the measuring techniques in Column B.

Column A	Column B
a. Baking soda	___1. Pack into cup to eliminate and level air bubbles.
b. Granulated sugar	
c. Brown sugar	___2. Fill a clear measuring cup to proper mark, viewed at eye level.
d. Shortening	
e. Orange juice	___3. Fill correct size cup to overflowing and level.
	___4. Pack firmly, then level.
	___5. Fill measuring spoon to overflowing and level.

TEST ITEM 017-00-10

INSTRUCTIONS TO STUDENTS: For items 1 through 5, write in the blank provided the letter of the process which should be used to measure each ingredient. The processes may be used more than once.

Ingredients	Process
___1. Confectioner's sugar	A. Sift and spoon gently into cup.
___2. Vinegar	B. Pack firmly into cup.
___3. Shortening	C. Read measurement at eye level.
___4. Flour	
___5. Peanut butter	

COMPETENCY 017: Interpret the meanings of words, symbols, abbreviations and directions given in recipes.

TEST ITEM 017-00-11

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions	Terms
___1. Number of servings or pieces that will result from a recipe	A. Wok
___2. A method of measuring solid fat	B. Saute'
___3. Panfry	C. Baste
___4. Temperature at which fats begin to break down, causing them to discolor and develop an off-flavor and odor	D. Smoking point
___5. Gives ingredients and instructions for preparing a specific food	E. Simmer
___6. To brush or pour liquid over food as it cooks	F. Altitude
	G. Recipe
	H. Yield
	I. Water displacement method

TEST ITEM 017-00-12

INSTRUCTIONS TO STUDENTS: Match the abbreviations to the customary measures by placing the appropriate letter in the blank.

Abbreviations	Customary Measures
___1. tsp.	A. Pound
___2. Tbs.	B. Teaspoon
___3. c.	C. Pint
___4. qt.	D. Quart
___5. oz.	E. Tablespoon
___6. lb.	F. Cup
___7. gal.	G. Ounce
___8. pt.	H. Gallon

COMPETENCY 017: Interpret the meanings of words, symbols, abbreviations and directions given in recipes.

TEST ITEM 017-00-13

INSTRUCTIONS TO STUDENTS: Read the recipe carefully and then answer the questions that follow.

Lemon Buttermilk Pound Cake

1 1/2 cups shortening
2 1/2 cups sugar
4 eggs
3 1/2 cups plain flour
1/2 teaspoon salt
1/2 teaspoon soda
1 cup buttermilk
1 teaspoon lemon flavoring

Cream sugar and shortening well. Add eggs, beat well after each is added. Sift together flour, salt, and soda. Add milk and flour alternately (begin and end with flour). Bake at 325 degrees for 1 hour and 15 minutes. Let stand in tube pan for 10 minutes.

1. What measuring utensils are needed to prepare this recipe?

2. What mixing utensils are needed?

3. List terms found in the recipe.

4. How are the eggs added?

5. Milk and flour are added alternately. What does this mean?

COMPETENCY 018: Select, prepare and serve a variety of foods.

Sub-Competency 01: Select, prepare and serve quick bread and cereal products.

TEST ITEM 018-01-01

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___All of the following will cause the separation or starch granules except:

a. combining the starch with sugar.
b. coating the starch granules with fat.
c. mixing the starch with boiling water to form a paste.
d. mixing the starch with cold water to form a paste.

TEST ITEM 018-01-02

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___The flour that is most suitable for the preparation of muffins is:

a. all-purpose flour.
b. cake flour.
c. bread flour.
d. pastry flour.

TEST ITEM 018-01-03

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___If a quick bread recipe contains buttermilk, which of the following leavening agents would be used?

a. Double-acting baking powder
b. Single-acting baking powder
c. Baking soda
d. Compressed yeast

TEST ITEM 018-01-04

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___Tunnels often are found in:

a. overmixed muffins.
b. undermixed muffins.
c. overmixed biscuits.
d. undermixed biscuits.

TEST ITEM 018-01-05

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___Which of the following causes cream puffs to ooze fat during baking?

a. Too much fat
b. Evaporation of too much liquid
c. Using the wrong kind of fat
d. Too much liquid

TEST ITEM 018-01-06

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions	Terms
___1. The outer covering of grain, which contains fiber and the B vitamins	A. Enriched
___2. Rice with a nutlike flavor and chewy texture	B. Grits
___3. The sprouting section of grain inside the kernel from which a new plant can grow	C. Barley
___4. Made from ground, milled white corn, used as cereal or a side dish	D. Kernel
___5. Grains in which nutrients lost in processing are replaced	E. Endosperm
___6. Technically not a rice, but a grain of water grass	F. Brown rice
___7. Grain used mainly in soups	G. Germ
___8. Seed of the grain plant	H. Converted rice
	I. Wild rice
	J. Bran

COMPETENCY 018: Select, prepare and serve a variety of foods.

Sub-Competency 01: Select, prepare and serve quick bread and cereal products.

TEST ITEM 018-01-07

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___In using the muffin method to make quick bread, you:

a. mix the fat and flour with a pastry blender.
b. mix just long enough to moisten the dry ingredients.
c. knead the dough for about 30 seconds.
d. knead the dough for 8 to 10 seconds.

TEST ITEM 018-01-08

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Pour batters are:

a. thin enough to be poured into a baking pan.
b. thick enough to be dropped by a spoon.
c. so thick they are shaped by hand.
d. either soft or stiff.

TEST ITEM 018-01-09

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Tunnels are formed in quick breads:

a. if too much liquid is used.
b. if the batter is undermixed.
c. if the batter is over mixed.
c. if the dough is not kneaded enough.

TEST ITEM 018-01-10

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the sta ement.

___Flour is measured by:

a. sifting it to remove any lumps.
b. packing it into a cup until it holds the shape of the cup when inverted.
c. spooning it into the cup and shaking the cup firmly.
d. spooning it losely into a measuring cup.

TEST ITEM 018-01-11

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___An ingredient containing a high acid content is usually used with which leavener?

a. Baking soda
b. Baking powder
c. Yeast
d. Beaten egg white

TEST ITEM 018-01-12

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___In baked products, liquids perform all but one of the following functions. Which one does it not perform?

a. Blends ingredients together
b. Dissolves dry ingredients
c. Develops gluten
d. Tenderizes the product

COMPETENCY 018: Select, prepare and serve a variety of foods.

Sub-Competency 01: Select, prepare and serve quick bread and cereal products.

TEST ITEM 018-01-13

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___What type of gas is given off when liquids are combined with a leavener such as baking soda or baking powder?

a. Pure oxygen
b. Air (oxygen, nitrogen, and other gases)
c. Steam
d. Carbon dioxide

TEST ITEM 018-01-14

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Self-rising flour can be substituted in a recipe that calls for:

a. flour, baking powder and salt.
b. flour and baking soda.
c. flour, yeast and salt.
d. flour, baking soda and salt.

TEST ITEM 018-01-15

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Fat performs all but one of the following functions in baking. Which one does it not perform?

a. Helps keep baked products fresh
b. Adds sweetness to the product
c. Makes the bread tender
d. Helps the product to brown

TEST ITEM 018-01-16

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Brown sugar is measured by:

a. sifting to remove any lumps.
b. packing it into a cup until the sugar holds the cup's shape when inverted.
c. spooning it into a cup and shaking the cup firmly.
d. spooning it loosely into a measuring cup and leveling off.

TEST ITEM 018-01-17

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions	Terms
___1. Helps the baked product to rise by providing air or gas which is trapped in the mixture	A. Shortening B. Eggs C. Cooking oil D. Leavening agent E. Yeast F. Baking soda G. Carbon dioxide H. Butter I. Flour J. Baking powder K. Fats and oils
___2. A combination of baking soda and a dry acid	
___3. Gives the structure to a baked product	
___4. Fat from cream	
___5. A microscopic plant that reproduces rapidly and makes dough rise	
___6. Hydrogenated fat made from vegetable oil	
___7. A harmless gas that helps baked products rise	
___8. A leavening agent that must be used with an acidic food such as buttermilk	

COMPETENCY 018: Select, prepare and serve a variety of foods.

Sub-Competency 01: Select, prepare and serve quick bread and cereal products.

TEST ITEM 018-01-18

INSTRUCTIONS TO STUDENTS: Study the ingredients for apple pancakes that are listed below. Answer the questions that follow.

Ingredients for Apple Pancakes

1 cup all purpose flour
2 teaspoons baking powder
1/2 teaspoon salt
1 tablespoon sugar
2 tablespoons shortening
1 cup milk
1 egg
1/2 cup sliced apples

1. This mixture will be poured into a skillet. Is it a batter or a dough? _____

2. Which of the ingredients are basic ingredients for baked products? _____

_____

3. What ingredients in this mixture are leavening agents? _____

4. Which ingredient provides framework for the pancakes? _____

5. Which ingredient helps to tenderize and helps to form the framework for the recipe? _____

6. Which ingredient brings out flavor of the other ingredients? _____

7. Two other leaveners that may be used in baked products are _____ and _____.

8. Two methods of making quick breads are the _____ method and the _____ method.

COMPETENCY 018: Select, prepare and serve a variety of foods.

Sub-Competency 05: Select, prepare and serve eggs creatively.

TEST ITEM 018-05-01

INSTRUCTIONS TO STUDENTS: Place an (x) in the space to the left of those statements that are true regarding the selection, purchase and preparation of eggs.

___1. Eggs, unlike meats, are low-protein foods.

___2. Egg size is related to quality or grade.

___3. Fresh egg whites should not be frozen for future use.

___4. Eggs absorb odors and must be kept covered.

___5. Adding liquid to eggs that are to be scrambled makes them lighter and fluffier.

___6. Eggs with white shells are more nutritious than brown eggs.

___7. The grey-green discoloration on some hard-cooked eggs is due to overcooking.

___8. Eggs separate more easily when they are cold.

___9. When an egg white is beaten or whipped, it becomes thick and turns colorless and transparent.

___10. Egg yolks must be pierced before being cooked in the microwave.

___11. Cooling hard-cooked eggs in cold water will keep the egg yolk from discoloring.

TEST ITEM 018-05-02

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions	Terms
___1. A mixture of beaten egg whites, yolks, and cream sauce	A. Hard-cooked eggs
___2. This prevents egg whites from being beaten to a fluffy consistency	B. Egg substitutes
___3. Egg whites beaten with sugar and flavoring and baked	C. Shirred eggs
___4. Baked eggs	D. Egg yolk
___5. Eggs cooked without shells in water	E. Beaten egg whites
___6. Ingredient used to promote rising in baked products	F. French omelet
___7. Most do not contain egg yolks	G. Souffle
	H. Meringue
	I. Poached eggs
	J. Emulsifying agent

TEST ITEM 018-05-03

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___A process which allows examiners to see any imperfections there might be in the shell and in the interior of the egg and to check the size of the egg cell is called:

a. sorting.
b. deveining.
c. candling.
d. coagulating.

COMPETENCY 018: Select, prepare and serve a variety of foods.

Sub-Competency 05: Select, prepare and serve eggs creatively.

TEST ITEM 018-05-04

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___The _____ is the strand of thick albumen anchoring the yolk in the center of the egg. Each egg has two of these.

a. Shell membrane
b. Vein
c. Air cell
d. Chalaza

TEST ITEM 018-05-05

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Eggs contain all of the necessary vitamins except:

a. Vitamin E.
b. Vitamin B_{12}.
c. Vitamin C.
d. Vitamin D.

TEST ITEM 018-05-06

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___If an egg has a thick cloudy "white" albumen, it is probably:

a. very fresh.
b. about 2 weeks old.
c. not safe to eat.
d. grade B.

TEST ITEM 018-05-07

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___An inspector can tell how fresh an egg is by the size of the _____ when candling.

a. shell membrane
b. yolk
c. air cell
d. chalaza
e. albumen

COMPETENCY 018: Select, prepare and serve a variety of foods.

Sub-Competency 06: Plan, prepare and serve cookies, cakes and frostings.

TEST ITEM 018-06-01

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space by those statements that are true regarding the preparation of cakes and cookies.

___1. There are only three basic types of cakes.

___2. Never put cookie dough on a hot baking sheet.

___3. When done, a cake should be starting to pull away from the sides of the pan.

___4. Shortened cakes are not prepared by the quick-mix method.

___5. To make angel food cakes, the dry ingredients are folded into stiffly beaten egg whites.

___6. Changing the size of a cake pan will not change the baking time.

___7. Foam cakes contain no fat.

___8. Tapping the top of a cake to test for doneness is not recommended.

___9. Angel food and other foam cakes bake satisfactorily in a microwave oven.

__10. Foam cake batter rises by clinging to the sides of a pan as the batter expands.

__11. When done, microwaved cookies will look dry.

TEST ITEM 018-06-02

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to each question, regarding the preparation of cakes, in the space provided.

___1. Unless a recipe says otherwise, the ingredierts for a cake:

a. should be chilled.
b. should be at room temperature.

___2. In the conventional method for cakes when adding dry and liquid ingredients to the creamed mixture, begin and end with:

a. the dry ingredients.
b. the liquid ingredients.

___3. Cakes baked ___ are usually lighter and fluffier.

a. in a microwave oven.
b. in a convertional oven.

___4. Frequently opening the oven as a cake bakes:

a. can cause the cake to overbake.
b. can affect the way the cake rises.

___5. While working on a cake, the frosting:

a. should be kept covered.
b. should be heated.

___6. In a microwave oven, cakes cook more evenly in:

a. square pans.
b. round pans.

___7. After baking, foam cakes are:

a. removed immediately from the pan.
b. turned upside down in the pan to cool.

COMPETENCY 018 : Select, prepare and serve a variety of foods.

Sub-Competency 06: Plan, prepare and serve cookies, cakes and frostings.

TEST ITEM 018-06-03

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to each question, regarding the preparation of cookies, in the space provided.

___1. Cookies can be divided into _____ basic kinds.

a. seven
b. six

___2. Cookies _____ continue to bake on a hot sheet even after removed from the oven.

a. will
b. will not

___3. Soft cookies and crisp cookies:

a. should be stored separately.
b. can be stored together.

___4. Microwaved cookies:

a. are allowed to cool before removing them from the microwave.
b. are removed from the pan immediately and allowed to cool on a wire rack.

TEST ITEM 018-06-04

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions	Terms
___1. Cookies placed onto a cookie sheet with a teaspoon	A. One-bowl method
___2. Sometimes called icing	B. Chiffon cakes
___3. Cookies usually baked in a square or rectangular pan	C. Shortened cakes
___4. Cookies made from a stiff dough spread out and cut with cookie cutters	D. Bar cookies
___5. Cookies shaped by hand into balls or other shapes	E. Quick-mix method
___6. Cookies made from chilled rolls of dough cut into slices and baked	F. Butter cakes
___7. Cakes which contain a fat, flour, salt, sugar, eggs, and a liquid are leavened with baking powder or baking soda	G. Refrigerator cookies
___8. Sometimes called the one-bowl method of mixing cakes	H. Drop cookies
___9. Cakes which contain egg yolks, oil, and baking powder, as well as beaten egg whites	I. Foam cakes
___10. Another name for shortened cakes	J. Molded cookies
	K. Rolled cookies
	L. Frosting
	M. Conventional method

COMPETENCY 018: Select, prepare and serve a variety of foods.

Sub-Competency 06: Plan, prepare and serve cookies, cakes and frostings.

TEST ITEM 018-06-05

INSTRUCTIONS TO STUDENTS: Complete the following item according to directions given.

Making successful baked products means following directions carefully. For this activity, imagine that you are going to bake a cake. If the cake is to come out of the pan easily, certain steps must be followed. Place a 1 in the blank to the left of the first step in preparing a cake pan. Place a 2 in the blank to the left of the second step. Continue until all steps are numbered.

___a. Hold the pan in both hands, turning it to spread the flour over the bottom and sides.

___b. Spread the shortening in a thin, even layer over the bottom and sides of the pan.

___c. Turn the pan upside down.

___d. Sprinkle about 15 mL (1 tablespoon) of flour over the pan.

___e. Hold the pan over a large piece of waxed paper.

___f. Scoop a small amount of unsalted shortening on a paper towel or waxed paper.

___g. Tap gently to remove excess flour.

___h. Check to see that corners and the area where the bottom and sides meet are well greased.

___i. Tap the pan gently to spread the flour.

TEST ITEM 018-06-06

INSTRUCTIONS TO STUDENTS: Complete the following item according to directions given.

If the cake you are making is very rich, you will need to line the pan with brown paper to keep it from sticking. Place a 1 in the blank to the left of the first step in preparing the cake pan this way. Continue numbering as before until all steps are numbered.

___a. Cut the paper on the pencil line.

___b. Place the pan on a piece of brown wrapping paper.

___c. Place the brown paper on the bottom of the pan.

___d. Trace around the pan with a pencil.

___e. Grease the pan.

TEST ITEM 018-06-07

INSTRUCTIONS TO STUDENTS: Complete the following item according to directions given.

When a cake is finished baking, there are steps to be followed to remove it successfully from the pan. Place a 1 in the blank to the left of the first step in removing the cake from the pan. Number, in order, all steps.

___a. Hold the cake and rack with pot holders.

___b. Lift off the pan.

___c. Turn racks so cake is right side up.

___d. Place a wire rack over the top of the cake.

___e. Turn the cake and rack upside down.

___f. Run a spatula around the sides of the pan between the cake and the pan.

___g. Place another wire rack on the cake.

___h. Allow cake to cool on wire rack.

___i. Place the wire rack on a table or counter.

___j. Grasp both racks with both hands.

___k. Remove the top wire rack.

COMPETENCY 018: Select, prepare and serve a variety of foods.

Sub-Competency 06: Plan, prepare and serve cookies, cakes and frostings.

TEST ITEM 018-06-08

INSTRUCTIONS TO STUDENTS: In the blank to the left, write the letter of the word or phrase that represents the best possible answer.

___What is the most accurate way of testing to see if a cake is done?

a. Rubbing your finger on the top to see if crumbs come off it.
b. Measuring the surface temperature of the cake.
c. Cutting a small piece off the edge with a paring knife and tasting it.
d. Inserting a toothpick and seeing if it comes out clean.

COMPETENCY 019: Demonstrate basic principles and use of table appointments and manners suitable for prepared foods.

TEST ITEM 019-00-01

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to each question regarding appropriate table behavior in the space provided.

___1. In taking your place at the table, sit down from:

a. the right side of the chair.
b. the left side of the chair.
c. either the right or left side of the chair.

___2. Sit comfortably at the table, with your feet:

a. on the chair.
b. around the chair.
c. on the floor.

___3. Begin to eat:

a. as soon as you are seated.
b. when everyone has been served.
c. when you are served.

___4. Food should be taken from:

a. the side of the spoon.
b. the tip of the spoon.
c. either the side or the tip of the spoon.

___5. While you are eating, keep:

a. the elbows on the table.
b. one elbow on the table.
c. the elbows off the table.

___6. It is proper to:

a. talk with food in your mouth.
b. chew with your lips open.
c. chew with your lips closed.

___7. Keep knife and fork--when not in use:

a. on plate.
b. on table.
c. either on plate or table.

___8. Spoons are used for:

a. sipping beverages.
b. tasting beverages.
c. eating mashed potatoes.

COMPETENCY 019: Demonstrate basic principles and use of table appointments and manners suitable for prepared foods.

TEST ITEM 019-00-02

INSTRUCTIONS TO STUDENTS: Write the letter of the definition in Column B that best defines the term in Column A.

Column A	Column B
___1. Tableware	A. May be a cloth or place mat
___2. Flatware	B. Consists of eating and serving pieces
___3. Place setting	C. Pieces used by individuals such as knife and fork and serving pieces
___4. Table covering	D. Includes cream pitcher, sugar bowls, serving bowls and coffee pots
___5. Holloware	E. Consists of pieces used by one person
___6. Dinnerware	F. Frequently referred to as dishes
___7. Cover	G. Includes all tableware, glassware and dinnerware for one person
___8. Cover	H. Consists of at least twenty inches for each person's space

TEST ITEM 019-00-03

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to each question regarding table manners in the space provided.

___1. Good table manners:

a. are not important.
b. require that you minimize every rule of etiquette.
c. are based on consideration of the feelings of others.

___2. Bread is buttered, a small piece at a time, with either a knife or a:

a. paring knife.
b. butter spreader.
c. spatula.

TEST ITEM 019-00-04

INSTRUCTIONS TO STUDENTS: Write the letter of the word(s) in Column B that best completes the statements in Column A.

Column A	Column B
___1. Because knives, forks, spoons and serving pieces are not necessarily made of silver, they are preferably called ___.	A. Butter spreader B. China C. Finger D. Flatware E. Porcelain F. Salad fork G. Smorgasbord H. Saucer
___2. The most expensive and durable kind of dinnerware is ___.	
___3. When you are through eating soup which has been served in a cup, you leave the spoon on/in the ___.	
___4. Bread is buttered, a small piece at a time, with either a knife or a ____.	
___5. Corn chips, pretzels, carrot sticks, radishes, olives and corn-on-the-cob are usually eaten as ___ foods.	

COMPETENCY 019: Demonstrate basic principles and use of table appointments and manners suitable for prepared foods.

TEST ITEM 019-00-05

INSTRUCTIONS TO STUDENTS: Write the letter of the words in Column B that best complete the statements in Column A.

Column A	Column B
___1. The type of table service where food is placed on a serving table and the guests help themselves, is called ___ service.	A. Hostess B. Right C. Left D. Receiving line E. Host F. Buffet or smorgasbord G. Opposite
___2. A reception is more formal than a tea and includes a ___. where guests may meet the host, hostess and special guests.	
___3. When dining at someone else's home, do not begin to eat until the ___ has begun.	
___4. Beverages are usually served to the ___ of a person.	
___5. The host and the hostess usually sit ___ (of) the other.	

TEST ITEM 019-00-06

INSTRUCTIONS TO STUDENTS: To the left of the number write the letter for the group of words that best describes the numbered word or group of words.

Setting The Table

___1. Forks	A. Placed above the tip of the knife
___2. Bread and butter plates	B. Are placed parallel to each other
___3. Coffee cup and saucer	C. Placed to the right of the knife
___4. Serving pieces	D. Placed to the left of the plate
___5. Pieces of silverware	E. Placed on the bread and butter plate
___6. Knife	F. Placed directly above the fork
___7. Spoons	G. Placed on the table, never in the food
___8. Napkin	H. Placed to the right of the plate
___9. Water glass	I. Placed to the right and below the water glass
___10. Butter spreader	J. Placed to the left of the fork

TEST ITEM 019-00-07

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space beside the statements that are true regarding tablesetting and behavior.

___1. Earthenware, ironstone, and stoneware are all names for dinnerware.

___2. Tumblers and stemware are different types of glassware.

___3. Foods that have to be cut before they are eaten should be avoided for a buffet.

___4. In passing food, it is best to avoid confusion by passing it in the same direction, generally to the left.

___5. You should avoid putting your elbows on the table even between courses.

___6. Don't cut up a large piece of food all at once. Cut off each bite or two just before you eat it.

___7. Chicken may be eaten with the fingers in an informal restaurant.

___8. You need not wait until everyone at your table is served before you start eating.

COMPETENCY 019: Select, prepare and serve a variety of foods.

Sub-Competency 02: Select, prepare and serve dairy products.

TEST ITEM 019-02-01

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___Which product has the highest fat content?

a. Whipping cream
b. Whole milk
c. Canned milk
d. Buttermilk

TEST ITEM 019-02-02

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___What is the hardest natural cheese?

a. Cheddar
b. Swiss
c. Parmesan
d. American

TEST ITEM 019-02-03

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___The cheese that is used most frequently in meal preparation, or as part of a meal, is:

a. Roquefort.
b. Cheddar.
c. Cottage.
d. Gouda.

TEST ITEM 019-02-04

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___When milk comes in contact with an acid, the protein in the milk:

a. coagulates or curdles.
b. turns greenish in color.
c. sours.
d. does not change in any way.

TEST ITEM 019-02-05

INSTRUCTIONS TO STUDENTS: Match the food items in Column B with the descriptions in Column A.

Column A	Column B
___1. A smooth, creamy, frozen dessert made from a combination of milk and milk fat	A. Yogurt B. Cottage cheese C. Skim milk D. Sour cream E. Ice cream F. Cheese G. Evaporated milk
___2. Made by adding special organisms to light cream to produce a product with a thick, creamy body and distinctive flavor	
___3. A concentrated form of milk which is available in many flavors and textures	
___4. Milk that contains less fat than whole milk	
___5. A soft unripened cheese which is available in large or small curds	

COMPETENCY 019: Select, prepare and serve a variety of foods.

Sub-Competency 02: Select, prepare and serve dairy products.

TEST ITEM 019-02-06

INSTRUCTIONS TO STUDENTS: Undesirable reactions which can occur when cooking with milk are given below. Identify the problem by reading the clues. Then describe a method which could be used to prevent the undesirable reaction.

Problem 1. _____ This problem can be prevented by: _____

Clumps have formed in a scalloped potato and ham casserole.

_____

_____

Problem 2. _____ This problem can be prevented by: _____

A solid layer has formed over hot chocolate.

_____

_____

Problem 3. _____ This problem can be prevented by: _____

A coating has formed on the bottom of the pan and brown specks appear in the pudding.

_____

_____

TEST ITEM 019-02-07

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions	Terms
___1. A concentrated form of milk	A. Goat's milk
___2. The formation of many small lumps in milk	B. Cottage cheese
___3. Must contain at least 3.25 percent milkfat	C. Curdling
___4. Perishable cheese that should be served chilled	D. Sour cream
___5. Frozen whipped cream or whipped topping, sweetened and flavored	E. Cheese
___6. Milk that has not been pasteurized	F. Whole milk
___7. A thick, smooth cream with a milk, acid flavor	G. Milkfat
___8. Used by people who are allergic to cow's milk	H. Mousse
	I. Raw milk
	J. Scum

COMPETENCY 020: Plan, prepare and serve a well-balanced meal incorporating appropriate planning, preparation, serving and cleaning practices.

TEST ITEM 020-00-01

INSTRUCTIONS TO STUDENTS: Plan, prepare and serve a meal in class utilizing the practices learned in previous lessons on meal planning, preparation and service. Evaluate the project using the form that follows.

Student Evaluation of Meal Planning and Preparation

Class _____ Date of Lab. _____

Group Leader _____

Group Members _____

_____

_____

_____

I. Planning the Meal — Total Points _____

A. The menu was well-planned:

1. It was well-balanced nutritionally. (5) _____
2. It included contrasting colors. (5) _____
3. There were contrasting flavors. (5) _____
4. There were different textures. (5) _____
5. Foods were of different temperatures. (5) _____

B. Recipes for each food were copied correctly on the proper form. (25) _____

C. A work schedule was completed: (25) _____

1. Each person helped to make the plan.
2. Work was divided evenly.

D. The market order was completed correctly and prepared in duplicate. (10) _____

E. A list of equipment needed to prepare and serve the meal was completed correctly. (10) _____

F. A complete plan for table setting and service was included in the plans. (5) _____

II. Meal Preparation — Total Points _____

A. All participants were dressed appropriately for lab. (10) _____

B. All supplies were assembled before preparation was begun. (10) _____

C. All utensils and equipment were assembled before preparation started. (10) _____

D. Trays were used to transport food. (5) _____

E. The appropriate utensils were used for preparing each food (measuring, mixing, cutting, etc.). (10) _____

F. Foods from containers already opened were used before opening new ones. (5) _____

G. Equipment and utensils were cleaned immediately following use. (5) _____

H. Participants refrained from taking cookbooks into the lab. (5) _____

I. The group worked quietly and orderly while preparing the meal. (10) _____

COMPETENCY 020: Plan, prepare and serve a well-balanced meal incorporating appropriate planning, preparation, serving and cleaning practices.

TEST ITEM 020-00-01 (continued)

J. Sanitary and safety measures were taken at all times. (10) _____

K: All group members cooperated in preparing the meal. (10) _____

L. The quality of the food was good. (10) _____

III. Meal Service Total Points _____

A. The table was set correctly. (10) _____

B. The table linens were clean and appropriate. (10) _____

C. The centerpiece was appropriate in height and color. (10) _____

D. The method used to serve the meal was appropriate. (5) _____

E. Table Manners

1. All people were seated from the left and at the same time. (5) _____
2. Aprons were removed before going to the table. (10) _____
3. The appropriate silverware was used when eating. (10) _____
4. All food was passed correctly. (10) _____
5. Courtesy was practiced during the meal. (10) _____
6. Napkins were placed on the lap before beginning the meal. (10) _____
7. All food served was sampled by all participants. (10) _____

IV. Clean-up Total Points _____

A. The table was cleaned correctly after the meal and dishes stacked to the right of the sink. (5) _____

B. Dishes were washed in the correct order. (5) _____

C. Dishes were rinsed before drying. (5) _____

D. Dishes were dried and returned to proper places in drawers and cabinets. (10) _____

E. Leftover food was stored properly in the refrigerator. (5) _____

F. Placemats were cleaned and returned to proper places. (5) _____

G. Trash and garbage were disposed of properly. (5) _____

H. The range and oven were left clean. (5) _____

I. Table and counter tops were washed and dried. (10) _____

J. The sinks were scrubbed, rinsed and dried. (10) _____

K. The floor in the kitchen area was cleaned. (5) _____

L. The tables and chairs were returned to their original locations. (5) _____

M. All soiled cloths and towels were put in the washer. (5) _____

N. All group members cooperated in the clean-up. (5) _____

O. Equipment was returned to the proper places. (5) _____

P. Food supplies were returned to the proper places. (5) _____

Q. All activities were completed before the class period ended. (5) _____

Comments: _____

COMPETENCY 020: Plan, prepare and serve a well-balanced meal incorporating appropriate planning, preparation, serving and cleaning practices.

TEST ITEM 020-00-02

INSTRUCTIONS TO STUDENTS: The statements in questions 1-30 refer to the menu shown below. This menu was planned by four students as a dinner to be prepared and served in class. For each statement that is correct, place a C in the blank in front of it; place an I in the blank before each incorrect statement.

Stuffed Pork Chops
Lettuce and Tomato Salad
Green Beans Yellow Corn
Muffins - Butter
Jello with Fruit Cocktail
Milk

___1. This meal is colorful and attractive.

___2. The menu lacks carbohydrates.

___3. Both pork chops and yellow corn are high carbohydrate foods.

___4. Lettuce and tomato salad furnishes vitamins and minerals.

___5. Both the stuffed pork chops and milk furnish protein.

When the students make their work plan, they should remember that:

___6. the jello should be prepared first.

___7. the ingredients for the salad may be cleaned the day before lab. and kept in the refrigerator until a few minutes before serving time.

___8. the stuffed pork chops will be baked at a low temperature.

___9. the muffin batter will be well beaten.

___10. because they are canned, the green beans and corn just need to be heated and seasoned.

___11. the salad dressing should be placed on salad just before serving.

Which of the practices described below show that the students have high standards of cleanliness and/or do their work efficiently?

___12. They look over their work schedules before beginning to work.

___13. They put on aprons before beginning to work.

___14. They wash their hands before they begin to cook.

___15. They make several trips to the supply cupboard and the refrigerator for the foods to be prepared.

___16. They assemble equipment before beginning to prepare food.

___17. They use a chopping board and chef's knife to prepare the celery and apples for the stuffing.

___18. They preheat the oven at 400°F for the pork chops.

___19. They cook the muffins before baking the pork chops.

___20. Warm the muffins in the microwave just before serving.

When setting the table and serving the meal, they should:

___21. place a dinner fork, knife, ice teaspoon, salad fork and dessert fork at each setting.

___22. place the glass to the right of the plate just above the tip of the knife.

___23. serve the salad on a salad plate.

___24. place the forks to the left of the plate with the salad fork left of the dinner fork.

___25. place the napkin to the right of the teaspoon.

___26. pass all foods from the left to the right when serving the meals.

When cleaning after the meal, they should:

___27. take the plates directly from the table to the dishwasher.

___28. put left over corn and beans in a small covered dish and place in the refrigerator.

___29. pre-clean the dish in which the pork chops were baked before putting it in the dishwasher.

___30. place left over muffins in a plastic bag and put in the freezer.

COMPETENCY 020: Select, prepare and serve a variety of foods.

Sub-Competency 03: Select, prepare and serve fruits and vegetables.

TEST ITEM 020-03-01

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Most vegetables should be cooked:

a. quickly with a lot of water.
b. slowly with little water.
c. slowly with a lot of water.
d. quickly with little water.

TEST ITEM 020-03-02

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Which of the following vegetables should be stored at room temperature?

a. Summer squash
b. Cauliflower
c. White potatoes
d. Lima beans

TEST ITEM 020-03-03

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Which of the following fruits should not be purchased?

a. Underripe banana
b. Immature pear
c. Underripe peach
d. Underripe cantaloupe

TEST ITEM 020-03-04

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Which of the following vegetables contains pigments called flavones?

a. Broccoli
b. Cauliflower
c. Beets
d. Carrots

TEST ITEM 020-03-05

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Which one of the following is classified as a flower vegetable?

a. Squash
b. Tomatoes
c. Broccoli
d. Onion

TEST ITEM 020-03-06

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Which of the following can be stored at room temperature?

a. Lettuce
b. Spinach
c. Celery
d. Onion

COMPETENCY 020: Select, prepare and serve a variety of foods.

Sub-Competency 03: Select, prepare and serve fruits and vegetables.

TEST ITEM 020-03-07

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Fruits which have been coated with a batter and deep-fat fried are called:

a. beignets.
b. fritters.
c. croquettes.
d. crullers.

TEST ITEM 020-03-08

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Besides providing vitamins and minerals, fruits in the diet:

a. supply fiber that add roughage and bulk.
b. stimulate the appetite.
c. provide natural sugar.
d. prevent osteoporosis.

TEST ITEM 020-03-09

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___The cut surface of fruits such as bananas and apples can be kept from turning dark by covering them with:

a. citrus juice or vinegar.
b. water.
c. a sugar water solution.
d. plastic wrap.

TEST ITEM 020-03-10

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided.

Descriptions	Terms
___1. Juice mixed with other liquids, such as water	A. Ascorbic acid
___2. Fresh fruit that must be cooked to make it edible	B. Canned fruit
___3. Fruit coated with batter and deep fried	C. Cooking
___4. Keeps cut fruit from turning brown	D. Cut fruit
___5. As a rule, not as nutritious as fresh fruit	E. Fritters
___6. Breaks down the fiber of fruit and makes it easier to digest	F. Fruit drink
___7. Fruits that are ready to eat	G. Fruit juice
___8. Need to be refrigerated in an airtight container	H. Mature fruit
	I. Rhubarb
	J. Ripe fruit

COMPETENCY 020: Select, prepare and serve a variety of foods.

Sub-Competency 03: Select, prepare and serve fruits and vegetables.

TEST ITEM 020-03-11

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank to indicate which are true statements regarding the selection, preparation and storage of fruits and vegetables.

___1. Since fresh fruits and vegetables are usually washed before shipping to the supermarkets, it is not necessary to wash them before using.

___2. Fresh fruits and vegetables are cheapest when they are in season.

___3. It is important to consider the color when buying vegetables, because color is an indicator of nutritive value.

___4. Cooking breaks down the fiber of fruit and makes it easier to digest.

___5. Dried fruits can be stored in the refrigerator to preserve nutrients and flavor.

___6. A chemical which gives color to yellow and orange vegetables and is a source of vitamin A is chlorophyll.

___7. Cooking vegetables or soaking them in large amounts of water will cause loss of vitamins and minerals.

TEST ITEM 020-03-12

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions	Terms
___1. A vegetable that is a stem	A. Stir-frying
___2. A bitter, poisonous chemical found in potatoes	B. Chlorophyll
___3. Pigments which are soluble in water and cause white vegetables to darken	C. Solanine
___4. Seeds which grow in a pod	D. Glazed vegetables
___5. A tuber	E. Legumes
___6. A green coloring matter found in some vegetables	F. Flavones
___7. A nutritious way to cook vegetables over boiling water	G. Potatoes
___8. A vegetable that is a flower	H. Green potato
	I. Asparagus
	J. Broccoli
	K. Steaming
	L. Overcooking

TEST ITEM 020-03-13

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions	Terms
___1. Fruit that can never ripen after picking	A. Citrus fruit
___2. Fruit that has not yet reached top eating quality	B. Dried fruits
___3. Fruits that have reached their full size	C. Fritters
___4. Several pieces held together with a band and sold as a unit	D. Immature fruit
___5. Includes raisins, prunes, dates, and apricots	E. Mature fruit
___6. Chlorophyll that has returned to the skins of ripe oranges	F. Regreening
___7. Fruits that cannot be picked until they are fully mature, ripe, and full-flavored	G. Rhubarb
	H. Underripe fruit
	I. Unitized

COMPETENCY 021: Analyze scientific and technological developments in the food industry.

TEST ITEM 021-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word or phrase that best answers the question.

Companies which process food are interested in new machinery and new techniques for which of the following reasons?

___a. Increases safety in food product

___b. Increases production within cost limit

___c. Decreases cost of production

___d. Increases labor costs

TEST ITEM 021-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word or phrase that best answers the question.

Convenience foods available in the marketplace are the result of numerous technological advances. Which of the following is an advantage to the consumer in using convenience foods?

___a. Changes some desired characteristics of food prepared

___b. Increases storage needs

___c. Increases unit cost of item

___d. Reduces overall preparation time needed

TEST ITEM 021-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word or phrase that best answers the question.

Which of the following foods were not available 25 years ago?

___a. Frozen pizza

___b. Canned bacon bits

___c. Instant coffee

___d. Evaporated milk

___e. Soy burger

___f. Banana flakes

___g. Pre-sweetened kool aide

___h. Instant potatoes

___i. Chicken hotdogs

___j. Freeze dried coffee

TEST ITEM 021-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word or phrase that best answers the question.

Which technological advances have contributed to making the products listed in the preceding problem available to the consumer?

___a. Improved transportation

___b. Product development

___c. Labor unions

___d. Improved processing techniques

___e. TV advertising

___f. Microwave ovens

TEST ITEM 021-00-05

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Fortified foods have:

a. been blanched to destroy harmful bacteria.
b. been frozen to avoid spoilage.
c. been produced with organic substances.
d. had vitamins added to resist molds.
e. had nutrients added to increase food value.

COMPETENCY 021: Analyze scientific and technological developments in the food industry.

TEST ITEM 021-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word or phrase that best answers the question.

One of the latest developments in the grocery industry is the electronic checkout system. So far, this system is being used by only a few stores. Which of the following changes, that use of this system will bring, is of special concern to some consumer groups?

___a. Instead of a cashier ringing up each item on the cash register, an electronic scanner will read the Universal Product Code symbol. The store's computer will then flash the current price to the cash register.

___b. The name and price of each coded product will be printed on the cash register tape receipt.

___c. Each item sold will be automatically and immediately subtracted from the store's inventory records.

___d. Consumers may find that prices are marked only on the shelves and not on each product.

___e. Customers will have to spend less time in the checkout line.

TEST ITEM 021-00-07

INSTRUCTIONS TO STUDENTS: Match the processing technique in Column B most frequently associated with the foods listed in Column A.

Column A	Column B
___1. Milk	A. Pasteurization
___2. Flour	B. Dehydration
___3. Instant potatoes	C. Enrichment
___4. Instant coffee	
___5. Smoked sausage	
___6. Bread	
___7. Pimento cheese spread	
___8. Macaroni and cheese mix	

TEST ITEM 021-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase that best completes the statement.

The major problem with food additives is:

___a. that fewer food additives are presently available for scientific investigation.

___b. that a high level of incidental additives is found in foods today.

___c. having to weigh the benefits of additives against potential cancer-forming risks.

___d. the inability of the Food and Drug Administration to enforce the Delaney Clause.

TEST ITEM 021-00-09

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the term that best completes the statement.

A food known to contain a "natural toxic" substance is:

___a. potatoes.

___b. lettuce.

___c. cereal.

___d. rice.

COMPETENCY 021: Analyze scientific and technological developments in the food industry.

TEST ITEM 021-00-10

INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

___Foods that are canned, packaged, or frozen are best known as:

a. enriched foods.
b. processed foods.
c. irradiated foods.
d. fortified foods.

TEST ITEM 021-00-11

INSTRUCTIONS TO STUDENTS: Match the terms on the right with the definitions or examples given on the left by placing the correct letter in the blank.

Definitions	Terms
___1. Food is completely cooked during this processing method.	A. Additives B. Canning C. Chemical D. Convenience foods E. Cookery principles F. Freezing G. Mix H. Natural I. Ready-to-serve J. Ready-to-use
___2. Foods may be raw, partially cooked, or completely cooked when processed by this method.	
___3. These are foods for which all of the preliminary preparation has been done.	
___4. These substances are intentionally added to foods during preparation, processing, or packaging and serve specific purposes.	
___5. Follow these special rules when preparing and cooking foods.	
___6. This type of additive includes such foods as salt, sugar, and spices.	
___7. These are foods for which part or all of the cooking has been done.	
___8. When you buy these foods, they are completely prepared and ready to eat.	
___9. This type of additive includes substances such as synthetic vitamins and artificial coloring.	
___10. Foods can usually be prepared quickly from this premeasured blend of ingredients.	

COMPETENCY 021: Select, prepare and serve a variety of foods.

Sub-Competency 04: Select, prepare and serve meat, poultry and seafood.

TEST ITEM 021-04-01

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___When beef has a U. S. Inspection seal, we should know that it:

a. is the best quality available.
b. is choice or prime grade.
c. has been produced in government-owned meat plants.
d. has been produced in a plant in which sanitary conditions are checked by government inspectors.

TEST ITEM 021-04-02

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___The number of servings in a pound of meat differs with the:

a. U. S. Inspection seal or grade used.
b. price of the meat.
c. amount of fat, gristle, and bone in the meat.
d. color and texture of the meat.

TEST ITEM 021-04-03

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___What does the word PRIME mean when stamped on meat?

a. It means the meat was packed in a foreign country.
b. It means that the meat has little or no fat.
c. It indicates that the meat is of the very finest quality.
d. It indicates a particular cut and color.

TEST ITEM 021-04-04

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Why is the short loin so tender?

a. It is located in the middle of the animal's back and receives little exercise.
b. It is found only in very young animals that receive much exercise.
c. It is a part of the neck section in old animals that receive very little exercise.
d. It is located near the animal's shoulder and receives much exercise.

TEST ITEM 021-04-05

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Which of the following does not affect the cooking time of meat?

a. Desired degree of doneness
b. Size and shape of the cut
c. Browning the meat prior to roasting
d. Oven temperature

TEST ITEM 021-04-06

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Which of the following cuts of meat could be cooked by dry heat?

a. Boneless beef briskett
b. Beef chuck short ribs
c. Beef chuck pot roast
d. Beef rib eye steak

COMPETENCY 021: Select, prepare and serve a variety of foods.

Sub-Competency 04: Select, prepare and serve meat, poultry and seafood.

TEST ITEM 021-04-07

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Meat is more tender and juicer when cooked at:

a. low temperatures.
b. medium temperatures.
c. high temperatures.
d. it depends on the cut of the meat.

TEST ITEM 021-04-08

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___The main difference between stewing and braising is:

a. braised meats are browned first.
b. braised meats are cooked in less water.
c. stewed meats are cooked at a higher temperature.
d. stewed meats frequently need tenderizers.

TEST ITEM 021-04-09

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___The method of frying that is often used in prepreparation is:

a. sauteing.
b. deep fat frying.
c. pan broiling.
d. panfrying.

TEST ITEM 021-04-10

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___One method of cooking food in liquid is called:

a. braising.
b. sauteing.
c. roasting.
d. broiling.

TEST ITEM 021-04-11

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Which of the following is a meat cut that needs cooking with moist heat?

a. Sirloin cut
b. Loin cut
c. Shoulder cut
d. Rib cut

TEST ITEM 021-04-12

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___Tender cuts of meat should be cooked:

a. by moist heat.
b. by dry heat.
c. by high temperature.
d. quickly.

COMPETENCY 021: Select, prepare and serve a variety of foods.

Sub-Competency 04: Select, prepare and serve meat, poultry and seafood.

TEST ITEM 021-04-13

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

___How is a less tender cut of meat, such as a chuck roast, cooked to insure more tenderness?

a. Roasting without moisture
b. Sauteing slowly in butter
c. Slow cooking with moisture
d. Broiling under direct flame

TEST ITEM 021-04-14

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions	Terms
___1. A mature chicken, meaty but less tender	A. Chicken breast
___2. Poultry organs including the heart, liver, and gizzard	B. Capon
___3. Poultry to which butter or oil has been added by the packer	C. Grade
___4. An indication of the quality of poultry	D. Self-basting turkey
___5. A young, tender, meaty chicken about 4 to 8 pounds	E. Giblets
	F. Very young chicken
	G. Stewing chicken

TEST ITEM 021-04-15

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions	Terms
___1. Intestinal illness caused by a parasite in pork	A. Collagen
___2. A measure of the degree of doneness inside the fleshiest part of meat	B. Bone shape
___3. A white, fairly thin tissue between layers of muscle	C. Extender
___4. A way of identifying cuts of meat	D. Choice
___5. The most common grade of meat sold in supermarkets	E. Cured meat
___6. Treated with ingredients such as salt, nitrates, and others that retard spoiling and give a special flavor and pink color	F. Tenderizer
___7. The top grade of beef, containing the most marbling, and sold mostly to restaurants	G. Internal temperature
___8. Textured vegetable protein made from soybeans added to hamburger	H. Trichinosis
	I. Variety meats
	J. Prime

COMPETENCY 021: Select, prepare and serve a variety of foods.

Sub-Competency 04: Select, prepare and serve meat, poultry and seafood.

TEST ITEM 021-04-16

INSTRUCTIONS TO STUDENTS: Place an (x) in the space to the left of those statements that are TRUE concerning the selection, preparation and service of seafood.

___1. Grade standards have been established for all fish products.

___2. Because each type of fish has a distinctive flavor, you cannot substitute one lean fish for another lean fish.

___3. The shells of live clams and oysters should be tightly closed.

___4. A shellfish is a sea animal with no spine or bones.

___5. A dressed fish is cleaned and scaled.

___6. The black or green vein running along the back of a shrimp is not edible.

___7. Panfrying is an excellent cooking method for small whole fish.

___8. When cooked, white-colored fish turn an opaque, milky white.

___9. The less lean fish have about the same amount of fat as most meats.

___10. Fish must be thawed before baking.

___11. To keep fish from drying out while baking, it can be covered with buttered crumbs.

___12. A microwave oven can be used to steam fish by covering the fish with waxed paper.

___13. A fish fillet is a slice cut down through the backbone.

___14. Acidic foods help get rid of fish odors.

___15. Fish are ideal for microwaving.

___16. Shellfish is naturally tender and needs to be cooked for only a short time at moderate temperatures.

TEST ITEM 021-04-17

INSTRUCTIONS TO STUDENTS: Place an (x) in the space to the left of those statements that are TRUE regarding the selection, preparation and service of poultry.

___1. Turkey and chicken are relatively low in fat.

___2. A stewing chicken is less tender than a roaster.

___3. A frying turkey can be roasted, but a roaster should not be fried.

___4. Panfried poultry should be cooked quickly.

___5. Less tender birds may be braised or cooked in liquid.

___6. "Roasting" poultry in aluminum foil or in a special plastic cooking bag shortens the cooking time.

___7. Liquid should not be added to stuffing that is prepared and refrigerated for use the next day.

___8. The flavor of poultry is changed in birds whose bones have turned dark.

___9. Processed turkey products are lower in cholesterol and fats than either pork or beef products.

___10. Trussing means binding a bird's legs and wings before roasting.

___11. Allow about 225 g (1/2 lb.) per person when serving chicken or turkey.

___12. Cut-up chickens are usually more expensive than whole chickens.

COMPETENCY 022: Analyze the affects associated with world hunger and public citizen involvement.

TEST ITEM 022-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank spaces beside the statements that are TRUE regarding the World Food Crisis.

___1. About 25 percent of the world's people go to bed hungry every night.

___2. International food experts generally agree that a major cause of a food crisis is the population explosion.

___3. Meat is the main source of food energy in every country in the world.

___4. The average American usually eats at least 20 percent more food than needed.

___5. The United States has approximately five percent of the world's population but eats 35 percent of the world's food.

___6. Most of the population growth, by the year 2000, will be in developed countries.

___7. Advances in medicine and medical programs have contributed to the population explosion.

TEST ITEM 022-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank spaces beside the statements that are TRUE regarding the World Food Crisis.

___1. As countries become affluent, they tend to select more expensive foods to eat.

___2. Food shortages are increased by poor farming practices and lack of irrigation.

___3. Developing countries, such as India, usually have efficient systems to distribute their food.

___4. The lack of refrigeration in some countries causes the loss of millions of dollars of food.

___5. Only a small part of land on earth - approximately 11 percent - is suitable for growing crops.

___6. People's eating habits usually change rapidly.

___7. A crop failure in a major food-producing country has little effect on the food problem elsewhere in the world.

TEST ITEM 022-00-03

INSTRUCTIONS TO STUDENTS: Match the term in Column B which best corresponds to each description in Column A. Write the letter and the term in the blank space provided in Column A. Use each term only once.

Column A	Column B
___1. Nations suffering from poverty with no industry and with limited food production	A. Arable land
___2. A prolonged period of dry weather	B. Crisis
___3. Substances from plants mixed or used with cereal grains and other foods to provide essential amino acids	C. Deflation
___4. An overabundance of people in the world	D. Developed countries
___5. Nations that have reached a level of industrialization and food production that provide an adequate standard of living for their people	E. Developing countries
___6. Sparse tropical farmland turned into lush, productive areas through technological advancements	F. Drought
___7. Area fit for cultivation and for growing crops	G. Famine
___8. An extreme lack of food	H. "Green revolution"
___9. A rise in prices or a decrease in the purchasing value of money	I. Inflation
___10. A turning point, for better or worse, that can result in a crucially unstable state of affairs	J. Population explosion
	K. Protein supplements
	L. Whey

COMPETENCY 023: Analyze budgeting patterns and buying practices in management of the food dollar.

TEST ITEM 023-00-01

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions	Terms
___1. A date appearing on packaged food to help you judge the freshness of the food	A. Private label
___2. The package and food product are sterilized separately	B. Convenience foods
___3. A store in which ready-to-eat food products are sold	C. Freshness date
___4. Food packed in this package can be stored without refrigeration for years	D. Delicatessen
___5. The last date a product should be used	E. Nutrition label
___6. Gives helpful information about the nutrients in a food product	F. Interest
___7. A product is not likely to be at peak quality after this date	G. Open dating
___8. The total quantity of goods and services for sale at a given time and the willingness and ability of people to purchase them	H. Retort pouch
___9. A store brand	I. Aseptic package
___10. Foods that have been processed to make them easier to prepare	J. Supply and demand
	K. Unit pricing
	L. Expiration date

TEST ITEM 023-00-02

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___As income increases:

a. more money is spent for meat, and fewer milk products are purchased.
b. more money is spent for food, and fewer bread and cereal products are purchased.
c. more money is spent for food, and fewer fruits and vegetables are purchased.
d. less money is spent for food, and more meats are purchased.

TEST ITEM 023-00-03

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___A meal manager who has little time for food preparation tasks, would be likely to purchase which of the following foods?

a. Frozen fish portions
b. Fresh shrimp
c. Rib lamb chops
d. Whole chicken

TEST ITEM 023-00-04

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___Which of the following foods is a convenience product?

a. Chocolate cake mix
b. Refrigerated chocolate chip cookies
c. Self-rising flour
d. Grits

COMPETENCY 023: Analyze budgeting patterns and buying practices in management of the food dollar.

TEST ITEM 023-00-05

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___It is a recommended grocery shopping practice to:

a. wait and eat when you return home in case you find something you would like to have at the store.
b. shop where trading stamps are featured because you always save money when stamps are given.
c. buy nationally advertised brands because they are cheaper than other brands.
d. check prices on different size containers of the same item because the largest size is not always the cheapest.

TEST ITEM 023-00-06

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___Open dating is helpful to the consumer because:

a. it is the date the produce arrived at the store and you will know how fresh it is.
b. all producers of perishable food must open date their products and you can compare freshness of all items.
c. it tells the last date the item can be sold as fresh or when the food will be at its peak of quality.
d. you can add two weeks to the stamped date to find out how long the food will keep at home.

TEST ITEM 023-00-07

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___A food label is required to have:

a. information about the number of servings contained.
b. the brand name stated.
c. a description of the food, such as whole or half.
d. the style of packing, as in water or syrup.

TEST ITEM 023-00-08

INSTRUCTIONS TO STUDENTS: Select the letters in each of the following which would give you the most value for your money.

___1. a. One pound can green beans at 3/$1.00
b. One pound can green beans at $.35

___2. a. One pound frozen asparagus at $1.09
b. Fourteen ounces canned asparagus at $1.09

___3. a. Six ounces frozen concentrated orange juice at $.69
b. Forty-six ounces canned orange juice at $1.09

___4. a. Twenty-two ounces dishwashing liquid at $1.32
b. Sixteen ounces dishwashing liquid at $1.02

___5. a. Thirty-two ounce box of pancake mix at $.99--you add water
b. Thirty-two ounce box of pancake mix at $.89--you add milk, eggs, shortening

TEST ITEM 023-00-09

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space beside the word or phrase that best answers the question.

Unit pricing labels used on the shelves in many grocery stores permit the consumer to:

___a. determine the price per ounce of an item.

___b. compare the price value of similar products in different sizes of containers.

___c. compare the nutritional contents of store brand and name brand items.

___d. total the food bill mentally before reaching the checkout counter.

COMPETENCY 023: Analyze budgeting patterns and buying practices in management of the food dollar.

TEST ITEM 023-00-10

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___On the average, how much of their incomes do families in the United States spend for food?

a. 10 percent
b. 20 percent
c. 40 percent
d. 60 percent

TEST ITEM 023-00-11

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___Which of the following expenses is considered a fixed expense?

a. Mortgage payment
b. Gas bill
c. Food
d. Clothing

TEST ITEM 023-00-12

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___Which of the following consumer aids helps make comparison shopping easy?

a. Nutritional information
b. Coupons
c. Open dating
d. Unit pricing

TEST ITEM 023-00-13

INSTRUCTIONS TO STUDENTS: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition.

Definitions	Terms
___1. Large, self-service store which carries both food and nonfood items	A. Farmers' market
___2. Last day a product should be sold	B. Delicatessen
___3. Store which may charge higher prices to cover the cost of convenience	C. Freshness date
___4. The last day a food is at its peak of quality	D. 24-hour convenience store
___5. Store specializing in ready-to-eat foods	E. Expiration date
___6. The last day a food should be eaten or used	F. Pull or sell date
	G. Supermarket
	H. Pack date

TEST ITEM 023-00-14

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space beside the word or phrase that best answers the question.

Before buying foods, the homemaker must know:

___a. how many servings she will need.

___b. the temperature she desires.

___c. the quality she can use or want.

___d. the quantity to buy.

COMPETENCY 023: Analyze budgeting patterns and buying practices in management of the food dollar.

TEST ITEM 023-00-15

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space beside the word or phrase that best answers the question.

To reduce impulse buying, the homemaker should:

___a. plan use of resources.

___b. shop daily at the local supermarket.

___c. shop just after eating.

___d. plan purchases according to family needs.

TEST ITEM 023-00-16

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word or phrase that best answers the question.

Buying items on the spur of the moment is called _____ _____.

___a. impulse buying.

___b. comparative buying.

___c. high pressure salesmanship.

___d. budget management.

TEST ITEM 023-00-17

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word or phrase that best answers the question.

Consumer's choices in the marketplace affect _____ _____, prices and the qualities of foods available for purchase.

___a. advertising costs

___b. shelf life

___c. social status of buyer

___d. merchandising practices

TEST ITEM 023-00-18

INSTRUCTIONS TO STUDENTS: Listed below are descriptions of situations in which a homemaker must make a decision about what to do. Select the letter of the one which describes the best course of action.

1. The food bill is too high! How could it be cut down?

   ___a. Buy in small quantities.

   ___b. Stop following a grocery list.

   ___c. Eat out more often.

   ___d. Substitute dry milk for whole fresh milk.

2. Add to resources for food by:

   ___a. buying food out of season.

   ___b. growing foods at home.

   ___c. refraining from use of meat substitutes.

   ___d. placing the family on a diet.

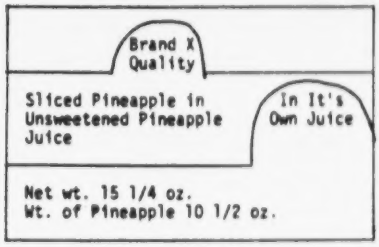
COMPETENCY 023: Analyze budgeting patterns and buying practices in management of the food dollar.

TEST ITEM 023-00-19

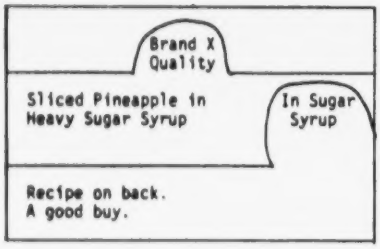
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank of the most appropriate choice.

Which of the following labels includes the minimum information required by law?

___a.



___b.



TEST ITEM 023-00-20

INSTRUCTIONS TO STUDENTS: Use the information found on the following label to answer the questions in Parts I and II.

TOM'S
Spanish Style
TOMATO SAUCE

Ingredients: tomatoes, salt, dehydrated onion, dehydrated garlic, spice and natural flavors.

Net. wt. 15 oz. 425 grams.

NUTRITION INFORMATION PER PORTION

Serving Size:	1 cup	Servings Per Container:	Approx. 1 3/4
Calories	90	Carbohydrate	19 g
Protein	4 g	Fat	0 g

PERCENTAGE OF U. S. RECOMMENDED DAILY ALLOWANCES (U. S. RDA)

Protein	6	Riboflavin	6
Vitamin A	50	Niacin	15
Vitamin C	30	Calcium	2
Thiamin	8	Iron	10

DISTRIBUTED BY ABC FOODS, Raleigh, NC 27602
SIZE OF CAN: No. 300

EASY CHICKEN SPAGHETTI

No. 300 can Tom's Spanish Style Tomato Sauce
2 tbs. butter - melted
1 medium onion - chopped
2 cups chicken broth
1 tsp. salt
1 tsp. basil
1/4 tsp. sugar
1/8 tsp garlic powder
1/8 tsp. pepper
2 cups diced cooked chicken
1/2 bay leaf

Sauté onion in butter until tender. Add remaining ingredients except chicken; simmer, uncovered 30 minutes. Stir in chicken; simmer, covered, 30 minutes. Serve on hot boiled spaghetti. Serves 4-6.

UNCONDITIONALLY GUARANTEED.

COMPETENCY 023: Analyze budgeting patterns and buying practices in management of the food dollar.

TEST ITEM 023-00-20 (continued)

Part I. Select the letter of the best answer to each question.

1. This can contains:

   ___a. more onion than tomatoes.

   ___b. more salt than onion.

   ___c. more sugar than salt.

   ___d. information not given on label.

2. One standard serving equals:

   ___a. 1 3/4 cup.

   ___b. 1 1/2 cup.

   ___c. 15 oz.

   ___d. 1 cup.

3. Most of the calories provided by this tomato sauce come from:

   ___a. carbohydrates.

   ___b. protein.

   ___c. fat.

   ___d. water.

4. One cup of tomato sauce will provide:

   ___a. 10 milligrams of iron.

   ___b. 10 irons.

   ___c. 10% of the amount of iron needed daily by the average adult.

   ___d. 10% iron and 90% other nutrients.

5. If one recipe of "Easy Chicken Spaghetti" were served in four equal servings, the tomato sauce in one of these servings would provide approximately _____ calories.

   ___a. 90

   ___b. 40

   ___c. 22

   ___d. 50

Part II. Select the best answers.

6. One of the most recent developments in food marketing is "no-name" food products. If this tomato sauce were a "no-name" product, which of the following would be most likely to appear on the "no-name" label?

   ___a. Tom's

   ___b. Tomato sauce

   ___c. Ingredients

   ___d. Nutrition information

   ___e. Size of can

   ___f. Recipe

   ___g. Distributor

   ___h. Guarantee

   ___i. UPC symbol

   ___j. Net weight

   ___k. Serving size

   ___l. Picture of tomatoes

COMPETENCY 023: Analyze budgeting patterns and buying practices in management of the food dollar.

TEST ITEM 023-00-21

INSTRUCTIONS TO STUDENTS: In Column I are listed nutrients commonly found in foods. Match each of these to the item in Column II which appropriately describes the information about it as provided by nutritional labeling. Note: An item in Column II can be used once, more than once, or not at all.

Column I: Nutrients Commonly Found in Foods	Column II: Information Provided by Nutrition Labeling
___1. Calories	A. Amount per serving, i.e., grams, mg.
___2. Cholesterol	B. Percent of U. S. RDA per serving
___3. Protein	C. Both amount per serving and percent of U. S. RDA per serving
___4. Vitamin A	D. Label information regarding this nutrient is rarely provided as it is of little value to the consumer.
___5. Calcium	
___6. Carbohydrates	
___7. Fats	
___8. Iron	
___9. Vitamin C	
___10. Thiamin	
___11. Riboflavin	
___12. Niacin	

TEST ITEM 023-00-22

INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

___When planning a shopping list, you should group similar foods together on the list so you:

a. know that you have each food listed only once.
b. can get all foods that you need from one section of the store before you go to another section.
c. can avoid impulse buying.
d. can more easily check the cabinets or refrigerator to see if you have the needed foods on hand.

TEST ITEM 023-00-23

INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

___All of the following statements relating to buying food are true EXCEPT:

a. most convenience foods cost less than those made from scratch.
b. unit pricing makes it easier to compare prices.
c. the ingredients used in the largest amount is listed first on food labels.
d. shoplifting increases the prices all consumers pay for products.

TEST ITEM 023-00-24

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Which of the following does not contribute to higher food costs?

a. Advertising campaigns
b. Manufacturing processes
c. Non-brand name products
d. Transportation of products
e. Food packaging

COMPETENCY 023: Analyze budgeting patterns and buying practices in management of the food dollar.

TEST ITEM 023-00-25

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___These ingredients are listed in this order on the box of a certain product: wheat bran, raisins, sugar, salt, and vegetable oil. Which ingredient is in the greatest amount by weight in this product?

a. Raisins
b. Vegetable oil
c. Wheat bran
d. Sugar
e. It is impossible to tell.

TEST ITEM 023-00-26

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___In order to assist you when shopping, a shopping list should:

a. be arranged according to the layout of the store.
b. be alphabetical for easy use.
c. have your family's favorite foods listed first.
d. be limited in the number of items listed.

TEST ITEM 023-00-27

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Generic foods are:

a. quality foods with brand names.
b. quality foods without brand names.
c. private labels for a specific store.
d. unlabeled substandard products sold by manufacturers.

COMPETENCY 024: Analyze the legal aspects of consumer protection in the area of food and nutrition.

TEST ITEM 024-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.

Agencies concerned with protecting the public from quackery and misinformation are:

___a. criticized for their actions because of not following the guidelines of the Delaney Clause.

___b. limited to acting only on cases of obvious health dangers.

___c. usually successful in protecting individuals from food fads and fallacies.

___d. freeing individuals from social pressures concerning issues in nutrition.

TEST ITEM 024-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.

Various government agencies are charged with the responsibilities related to food and consumer use. Which of the following do these agencies insure?

___a. Make sure that additives are not added to foods.

___b. Certify wholesomeness of food.

___c. See that brand names are used on all foods.

___d. Assure that all packaged foods are high in nutritional value.

TEST ITEM 024-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.

John had dinner at a local restaurant. He noticed that the building was not very clean and a brief glance in the kitchen revealed that it was messy and food was spilled on the floor. He complained to the manager, who just shrugged his shoulder. What further steps should he take?

___a. Nothing, because he's done all he can.

___b. Ignore the mess and eat there again, since they have the best pizza in town.

___c. Report his observations to the local health department.

___d. Discuss the situation with the hostess.

TEST ITEM 024-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by those statements that are TRUE regarding Consumer Protection in the Area of Foods and Nutrition.

___1. The law requires that food additives be non-toxic.

___2. The use of artificial food coloring and flavoring must be listed on the label.

___3. Special dietary uses of the food such as for diabetics must specify on the label the amount of ingredients for a given measure.

___4. The brand name is required by law to be put on all cans.

___5. The ingredients must be listed on the label in order from the largest amount to the smallest amount.

___6. The Wholesome Meat Act of 1967 is an example of how the federal government is alert to changing needs and moves to protect all the consumers, if the individual state fails to act.

___7. All information on food labels is given voluntarily by the packer.

___8. Local health departments check food service establishments to enforce sanitary codes.

COMPETENCY 024: Analyze the legal aspects of consumer protection in the area of food and nutrition.

TEST ITEM 024-00-05

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___Which of the following sources of consumer information establishes grades for many products?

a. United States Department of Agriculture
b. Consumers Union
c. U. S. Department of Health
d. Federal Trade Commission

TEST ITEM 024-00-06

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___The standard term used for the amount of nutrients in nutrition labeling of foods is the:

a. U. S. Recommended Daily Allowances (U. S. RDA)
b. Public Health Service Guidelines (PHSG)
c. U. S. Dietary Goals (USDG)
d. Minimum Daily Requirements (MDR)
e. Food and Drug Standards (FDS)

TEST ITEM 024-00-07

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___Which of these is not involved in food assistance programs?

a. World Health Organization (WHO)
b. United Nations Childrens' Fund (UNICEF)
c. U. S. Department of Agriculture (USDA)
d. Women, Infants, Children (WIC)
e. Greenpeace (GP)

TEST ITEM 024-00-08

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___Which of the following agencies is responsible for inspecting eating establishments and food-processing plants?

a. County Health Department
b. Food and Nutrition Board
c. American Dietetic Association
d. National Research Council
e. American Medical Association

TEST ITEM 024-00-09

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___Which is not a U. S. dietary goal proposed by the Senate Nutrition Subcommittee?

a. Reduce overall fat consumption.
b. Limit the intake of sodium.
c. Increase consumption of refined sugars.
d. Consume only as much energy (calories) as is expended.
e. Reduce cholesterol consumption.

TEST ITEM 024-00-10

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___What best describes the U. S. RDA?

a. It is a technical nutrient chart used mainly by health professionals.
b. It is a simplified nutrient chart developed by the Food and Drug Administration (FDA).
c. It is a nutrient chart designed for persons under the age of four.
d. It is a nutrient chart designed primarily for adults and the elderly.

COMPETENCY 025: Demonstrate techniques for conserving food and other natural resources while preparing meals.

TEST ITEM 025-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the appropriate practices for preserving the nutritional value of food.

____1. Buy food at stores with up-to-date storage and refrigeration equipment.

____2 Buy from a store with rapid turnover of perishable products.

____3. Check dates on packages.

____4. Store leftover cooked vegetables as short a time as possible.

____5. Store foods in airtight containers.

____6. Keep eggs at room temperature.

____7. Prepare cooked vegetables close to serving time.

TEST ITEM 025-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the practice that helps preserve the nutritional value of foods.

____1. Keep foods containing riboflavin in opaque or dark container to protect them from light.

____2. Cook frozen foods and fresh vegetables by the steaming method when possible.

____3. Pare, slice or cut fresh vegetables just before cooking.

____4. Soak fresh vegetables in water to remove impurities.

____5. Cook vegetables in their skin when possible.

____6. Use small amounts of water when cooking vegetables.

____7. Cook vegetables until they are well done.

____8. Add baking soda when cooking vegetables to brighten the green color.

TEST ITEM 025-00-03

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

____A person who has little time for preparing food would be likely to purchase which of the following foods?

a. Frozen chicken nuggets
b. Prepackaged dinner
c. Rib roast
d. Picnic ham

TEST ITEM 025-00-04

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

____Which of the following foods freeze well?

a. Bananas
b. Peaches
c. Sour cream
d. Chocolate chip cookies

TEST ITEM 025-00-05

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

____Cooking foods in water may cause a loss of:

a. proteins.
b. fats.
c. vitamins.
d. calories.
e. starches.

COMPETENCY 025: Demonstrate techniques for conserving food and other natural resources while preparing meals.

TEST ITEM 025-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the term that best completes the statement.

Mashing and chopping foods should be done as close to cooking or serving as possible to limit the loss of nutrients through:

___a. water.

___b. heat.

___c. light.

___d. air.

TEST ITEM 025-00-07

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the term that best answers the question.

The presence of which of the following elements is more likely to result in loss of nutrients than either alone?

___a. Water and air

___b. Heat and air

___c. Heat and light

___d. Light and water

TEST ITEM 025-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the term that best completes the statement.

Riboflavin is destroyed by exposure to:

___a. water.

___b. heat.

___c. air.

___d. light.

TEST ITEM 025-00-09

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the term that best answers the question.

Which of the following vitamins are affected most by cooking procedures?

___a. Calcium and thiamin

___b. Riboflavin and calcium

___c. Ascorbic acid and thiamin

___d. Riboflavin and phosphorus

TEST ITEM 025-00-10

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Foods that freeze well include:

a. potatoes and fresh fruits.
b. mayonnaise and custards.
c. poultry and bread.
d. lettuce and celery.

COMPETENCY 025: Demonstrate techniques for conserving food and other natural resources while preparing meals.

TEST ITEM 025-00-11

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___For dry storage, food should be stored:

a. under the sink to save space.
b. above the refrigerator or range.
c. in the lower drawer of a range.
d. in cool, dark areas away from moisture, light, and heat.

TEST ITEM 025-00-12

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___The inside temperature of a manual-defrost refrigerator:

a. remains the same throughout the refrigerator.
b. has the warmest area at the bottom and door shelves.
c. has the coldest temperature in the middle shelf area.
d. has the warmest area on the top shelf.

TEST ITEM 025-00-13

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___After shopping, the first foods to be stored at home should be:

a. meat and poultry.
b. dairy products.
c. frozen foods.
d. produce.

COMPETENCY 026: Demonstrate techniques for selecting and preserving a variety of foods.

TEST ITEM 026-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.

The most common method of food preservation today is:

___a. open kettle.

___b. boiling water bath.

___c. freezing.

___d. preserving.

TEST ITEM 026-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.

Canning and freezing fresh fruits and vegetables is a rewarding and an _____ way to preserve fresh foods.

___a. elaborate

___b. economical

___c. unusual

___d. expensive

TEST ITEM 026-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.

Undesirable changes frozen foods may undergo are:

___a. ice formation during storage.

___b. salmonella development.

___c. botulism production.

___d. chemical action of certain enzymes and bacteria in the food.

TEST ITEM 026-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.

The boiling water method of canning should not be used for:

___a. tomatoes.

___b. pickles.

___c. green beans.

___d. fruit.

TEST ITEM 026-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.

To prevent botulism when canning low acid foods, you should:

___a. use the required time for processing.

___b. use the pressure canner method.

___c. be sure processing pressure is correct.

___d. all of the above.

COMPETENCY 026: Demonstrate techniques for selecting and preserving a variety of foods.

TEST ITEM 026-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.

Undesirable changes improperly canned foods may undergo are:

___a. mold formation.

___b. retention of nutrients.

___c. retention of color.

___d. no action of certain enzymes and bacteria in the food.

TEST ITEM 026-00-07

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.

If you are in doubt about whether canned food is safe to eat, the best thing to do is:

___a. taste only a tiny bit.

___b. throw the food away.

___c. give the food away.

___d. refrigerate the food.

TEST ITEM 026-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.

The cause of spoilage which is most difficult to prevent in canning food is:

___a. bacteria.

___c. mold.

___c. yeast.

___d. enzymes.

TEST ITEM 026-00-09

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___Which of the following ingredients helps to prevent fruits from turning dark after cutting?

a. Pectin
b. Fruit juice
c. Citric acid
d. Sugar

TEST ITEM 026-00-10

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response(s) to the item.

Which of the following jellied products do need to be processed in a boiling-water bath?

___a. Conserves

___b. Jam

___c. Jelly

___d. Marmalade

COMPETENCY 027: Analyze variations in nutritional needs of family members in different stages of the life cycle.

TEST ITEM 027-00-01

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to the question in the space provided.

___The human body operates more efficiently if a person eats:

a. one meal a day.
b. a variety of foods and takes vitamin pills.
c. high energy snacks.
d. meals spaced throughout the day.

TEST ITEM 027-00-02

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to the question in the space provided.

___The amount of calories an average teenage girl should consume daily is approximately:

a. 800-1000.
b. 1000-1200.
c. 1200-1500.
d. 1600-2000.
e. 2000-2500.

TEST ITEM 027-00-03

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to the question in the space provided.

___Which of the following needed nutrients does an infant have reserved at birth?

a. Calcium
b. Magnesium
c. Iron
d. Protein

TEST ITEM 027-00-04

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

___Compared to a breakfast eater, a non-breakfast eater is more likely to have:

a. difficulty losing weight.
b. energy in the morning.
c. fewer stomach growls.
d. fewer snacks through the day.

TEST ITEM 027-00-05

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

___Experience has shown the nutrient most likely to be lacking in a vegetarian diet is:

a. carbohydrate.
b. vitamin A.
c. protein.
d. water.

TEST ITEM 027-00-06

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

___To gain one pound, a person would have to consume how many calories over his or her energy needs?

a. 500
b. 1,200
c. 3,500
d. 6,000
e. 10,000

COMPETENCY 026: Demonstrate techniques for selecting and preserving a variety of foods.

TEST ITEM 026-00-11

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___Which of the following syrups is recommended for most fruits which are to be frozen?

a. 40 percent syrup
b. 50 percent syrup
c. 60 percent syrup
d. 70 percent syrup

TEST ITEM 026-00-12

INSTRUCTIONS TO STUDENTS: Match the definition in Column B with the terms in Column A.

Column A	Column B
___1. Blanch	A. A special method which is used with food containing very little natural acid
___2. Pasteurize	B. To cook foods either in a can or standard canning jar for a given length of time
___3. Process	C. To dip or plunge into boiling water for a given time
___4. Steam pressure method	D. A method of destroying bacteria by heating a liquid to a temperature of 142 to 145 degrees F. for approximately 30 minutes
___5. Hot pack	E. Acute food poisoning caused by a spore forming bacteria
	F. Canning jars are filled with hot food and filled jars are processed in a water bath
	G. A method of processing foods in steam under pressure at a temperature of approximately 240 degrees

TEST ITEM 026-00-13

INSTRUCTIONS TO STUDENTS: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition.

Definitions	Terms
___1. Part of a canner which allows air and steam to be released	A. Jam
___2. Part of a canner which prevents explosions	B. Pressure gauge
___3. Type of jar closure which uses a rubber ring	C. Conserves
___4. Tender, jellied product often made with citrus fruits	D. Petcock
___5. Jellied product containing large pieces of fruit or whole fruits	E. Jelly
___6. Jellied product made from crushed fruit cooked to a fairly even consistency	F. Safety valve
	G. Porcelain-lined zinc cap
	H. Preserves
	I. Metal screw band
	J. Marmalade

COMPETENCY 027: Analyze variations in nutritional needs of family members in different stages of the life cycle.

TEST ITEM 027-00-07

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

___Alcohol intake is not recommended for athletes because it has adverse (negative) physiological effects. Which of the following is not an adverse effect of alcohol for the performing athlete?

a. Increased water loss and urine formation
b. Decreased reaction time
c. Decreased muscular coordination
d. None of the above

TEST ITEM 027-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word(s) that best answers the question.

As we grow older, our need for which of the following increases?

___a. Protein
___b. Energy
___c. Vitamin C
___d. Calcium

TEST ITEM 027-00-09

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

___How many servings of milk do teenagers need each day?

a. 1 to 2 servings
b. 2 to 3 servings
c. 3 or more servings
d. 4 or more servings

TEST ITEM 027-00-10

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

___A lacto-vegetarian will eat:

a. eggs, milk, milk products and plant foods.
b. eggs, milk products, plant foods and fish.
c. milk, milk products and plant foods.
d. milk, milk products, plant foods and fish.

TEST ITEM 027-00-11

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

___A shortage of which of the following groups of nutrients are common in a pure vegetarian diet?

a. Iron, phosphorus, thiamin and calcium
b. Vitamin B-12, calcium, Vitamin D, riboflavin and protein
c. Calcium, Vitamin D, riboflavin, protein and phosphorus
d. Vitamin B-12, iron, phosphorus and calcium

TEST ITEM 027-00-12

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

___Which of the following groups of nutrients are especially important during pregnancy?

a. Iron, phosphorus and calcium
b. Iron, magnesium and fluorine
c. Calcium, protein and fluorine
d. Protein, iron and calcium

COMPETENCY 027: Analyze variations in nutritional needs of family members in different stages of the life cycle.

TEST ITEM 027-00-13

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

___Caloric requirements necessary for basal metabolism:

a. are estimated in terms of whether a person is female or male.
b. vary from person to person according to certain individual characteristics.
c. are based on the amount of a person's physical activity.
d. vary according to personal characteristics as well as amount of physical activity.

TEST ITEM 027-00-14

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

___The average American adult diet would benefit most from:

a. an increase in protein.
b. an increase in fats.
c. an increase in carbohydrates.
d. a decrease in calories.
e. a decrease in fiber.

TEST ITEM 027-00-15

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

___Teenage girls of the same height, age, and diet most probably have different weights due to different:

a. vitamin intakes.
b. eating speeds.
c. daily eating times.
d. sleeping patterns.
e. activity levels.

TEST ITEM 027-00-16

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

___As one grows older, the number of calories the body will need to maintain its weight will decrease because:

a. appetite decreases.
b. energy-requiring body processes slow down.
c. the body needs different nutrients.
d. calories have little effect on older adults.
e. the body has stored up all the needed calories.

TEST ITEM 027-00-17

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

___The main reason teenage boys may have large appetites is due to their:

a. peer group influences.
b. high interest in nutrition.
c. low activity levels.
d. rapid cell growth.
e. childhood habits.

TEST ITEM 027-00-18

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

___How should a teenager's eating habits change if she becomes pregnant?

a. Calcium and other minerals should be decreased.
b. Animal fats should be eliminated from her diet.
c. There is no need to change her diet.
d. Each nutrient should be increased.
e. Only vitamins should be increased.

COMPETENCY 027: Analyze variations in nutritional needs of family members in different stages of the life cycle.

TEST ITEM 027-00-19

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

___Which of the following is the least likely cause for a person to be underweight?

a. Poverty
b. Having parents who are thin
c. Eating snacks that are high in calories
d. Lack of appetite
e. Eating a poorly balanced diet

TEST ITEM 027-00-20

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word or phrase that best answers the question.

Which of the following statements describes a psychological factor that influences a person's eating pattern?

___a. Eating is sometimes used to compensate for lack of love.

___b. Anticipating an exciting event may interfere with eating practices.

___c. Past experiences with foods can create a dislike for a given food.

___d. Some foods are associated with hot or cold weather.

___e. Body size and development affect the amount of food consumed.

EST ITEM 027-00-21

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

___An excess of calories is converted and stored in the body as:

a. protein.
b. minerals.
c. carbohydrates.
d. fat.
e. vitamins.

TEST ITEM 027-00-22

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

___All of these are evidence of good nutritional practices EXCEPT:

a. longer life spans.
b. greater work productivity.
c. delayed physical maturity.
d. greater mental alertness.
e. lower infant death rates.

TEST ITEM 027-00-23

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

___Lack of a nutritionally adequate diet will result in the most harm during the ages of:

a. birth to 5 years.
b. 5-10 years.
c. 10-15 years.
d. 15-20 years.
e. over 20 years.

COMPETENCY 027: Analyze variations in nutritional needs of family members in different stages of the life cycle.

TEST ITEM 027-00-24

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase(s) that best answers the question.

Which of these statements concerning breakfast is TRUE?

___a. Eating breakfast helps keep blood sugar levels up.

___b. A person should skip breakfast when watching calories.

___c. Eating breakfast helps school performance.

___d. Eating breakfast with protein helps postpone midday hunger pangs.

___e. A person who skips breakfast may have difficulty keeping a nutritionally adequate diet.

TEST ITEM 027-00-25

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

___Which of the following minerals does not contribute to nutritional well-being?

a. Phosphorus
b. Iron
c. Iodine
d. Calcium
e. Lead

COMPETENCY 028: Analyze variations in nutritional needs of family members with special medical problems.

TEST ITEM 028-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) in the column that best answers the question.

According to current sources, diet has a possible role in the development of certain disorders and diseases of the heart and blood vessels. Which of the following disorders and diseases do these represent?

Yes	No	
___	___	1. Hypertension
___	___	2. Atherosclerosis
___	___	3. Elevated blood lipid levels
___	___	4. Avitaminosis

TEST ITEM 028-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word or phrase that best answers the question.

Diets rich in _____ may help to keep deposits of fat from forming in the linings of the arteries.

___a. carbohydrates

___b. amino acids

___c. unsaturated fatty acids

___d. saturated fatty acids

TEST ITEM 028-00-03

INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

___What is the name of the eating disorder that includes overeating and self-induced vomiting?

a. Anorexia nervosa
b. Peristalsis
c. Bulimia
d. Diabetes

TEST ITEM 028-00-04

INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

___Anorexia nervosa is:

a. an illness occuring later in life and is caused by changes in a person's basal metabolism.
b. a condition occuring mostly in teenage girls and is characterized by a rejection of food.
c. another term for obesity in children.
d. upsets in the body's digestive system which lead to severe malnutrition.

TEST ITEM 028-00-05

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___A person wanting to gain weight should:

a. eat more frequently during the day.
b. try not to exercise too much and save energy.
c. eat one large meal a day.
d. avoid eating too many fruits and vegetables.

COMPETENCY 028: Analyze variations in nutritional needs of family members with special medical problems.

TEST ITEM 028-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase(s) that best answers the question.

Which of the following would be most effective in preventing heart disease?

___a. Cut intake of saturated fats

___b. Lower cholesterol levels

___c. Increase caloric intake

___d. Lower sodium intake

___e. Decrease Vitamin D intake

TEST ITEM 028-00-07

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Eating foods containing fiber on a daily basis will promote:

a. brittle hair.
b. constipation.
c. strengthened fingernails.
d. diarrhea.
e. regular bowel movements.

TEST ITEM 028-00-08

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___A person who eats a nutritionally balanced diet with more calories than his or her body needs will eventually:

a. become anemic.
b. develop vitamin deficiencies.
c. become obese.
d. become physically fit.
e. lose weight.

TEST ITEM 028-00-09

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___A health problem that occurs from a lack of Vitamin A is:

a. night blindness.
b. deformed joints.
c. mental retardation.
d. anemia.
e. diabetes.

TEST ITEM 028-00-10

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Which nutrient is valuable in protecting teeth from decay?

a. Iodine
b. Chlorine
c. Fluoride
d. Potassium
e. Iron

COMPETENCY 028: Analyze variations in nutritional needs of family members with special medical problems.

TEST ITEM 028-00-11

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word(s) or phrases(s) that best answers the question.

A balanced diet with all the necessary vitamins and minerals will help prevent which of the following?

___a. Acquired Immune Deficiency Syndrone

___b. Beriberi

___c. Anemia

___d. Colds

___e. Scurvy

TEST ITEM 028-00-12

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase(s) that best answers the question.

Which of the following statements about iodized salt are FALSE?

___a. It should be taken immediately after strenuous activity.

___b. It increases the blood pressure.

___c. It helps prevent goiters.

___d. It lowers the cholesterol level.

___e. It helps the body retain fluid.

COMPETENCY 029: Plan, prepare and serve meals to meet special nutritional needs of family members.

TEST ITEM 029-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase(s) which you think are good advise for anyone trying to lose weight.

___a. Find the cause of your overweight.

___b. Eat potato chips when you feel hungry.

___c. Ask your mother to help you prepare less fattening foods.

___d. Develop an interest in an activity along with your diet.

___e. Sit around and feel sorry for yourself.

___f. Exercise daily.

___g. Follow the Basic Four Food Plan.

___h. Drink skim milk.

___i. Broil your meat rather than fry it.

___j. Eat lots of fruits and vegetables.

___k. Select "empty calorie" snacks.

TEST ITEM 029-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word or phrase that best answers the question.

A friend coming for dinner is attempting to lose weight. To help her stay on a weight reduction diet, which will you serve?

___a. Baked chicken

___b. Fried chicken

___c. Barbecued chicken

___d. Chicken pot pie

TEST ITEM 029-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase that best answers the question.

A successful plan to gain weight should be patterned around:

___a. the food habits of the individual concerned.

___b. the foods that are cheapest to buy.

___c. the foods rich in fats and carbohydrates.

___d. The Basic Four Food Plan.

TEST ITEM 029-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase that best answers the question.

A person on a bland diet would select which of the following entrees?

___a. Baked fish

___b. Breaded fish crochettes

___c. Fried fish

___d. Barbecued fish

COMPETENCY 029: Plan, prepare and serve meals to meet special nutritional needs of family members.

TEST ITEM 029-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word that best answers the question.

All nutrients are important; however, the one that is most strictly controlled in a diabetic's diet is:

___a. proteins.

___b. vitamins.

___c. minerals.

___d. carbohydrates.

TEST ITEM 029-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word that best answers the question.

The person that needs to reduce cholesterol in the diet would eat less foods that are high in:

___a. proteins.

___b. fats.

___c. vitamins.

___d. minerals.

TEST ITEM 029-00-07

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

___Cutting down on which of the following foods would be best for a person wishing to lose weight and still maintain a balanced diet?

a. Cheese and milk
b. Ham and beef
c. Potatoes and bread
d. Butter and pastries

TEST ITEM 029-00-08

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank.

___A high school athlete wanted to increase his energy for an important game. What would be most effective?

a. A nap
b. A salt tablet
c. A glass of water
d. A meal high in carbohydrates

TEST ITEM 029-00-09

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank.

___In the many areas of the world where the common diet is almost entirely vegetarian, what foods are probably the major source of protein?

a. Grains and legumes
b. Fruits and nuts
c. Leafy green vegetables
d. Potatoes and other tubers

COMPETENCY 029: Plan, prepare and serve meals to meet special nutritional needs of family members.

TEST ITEM 029-00-10

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank.

___Physicians recommend a weekly weight loss for dieters to be no more than:

a. 1-2 pounds.
b. 3-4 pounds.
c. 5-6 pounds.
d. 7-8 pounds.
e. 9-10 pounds.

TEST ITEM 029-00-11

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank.

___The most effective and safe method for losing weight is to:

a. follow a current popular diet.
b. skip breakfasts.
c. eliminate all fats from the diet.
d. eat all you want, but eliminate sugar.
e. eat less, exercise more, and eat a balanced diet.

TEST ITEM 029-00-12

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank.

___Although less food is eaten than is needed by the body, a weight loss may not show up right away because:

a. the person didn't jog.
b. the person ate an apple rather than an orange on the diet plan.
c. water replaced the burned fat tissue.
d. the person can't lose weight.

TEST ITEM 029-00-13

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase(s) that best answers the question.

Which of these statements about weight reduction methods is TRUE?

___a. Appetite depressant drugs temporarily reduce appetite.

___b. Fasting is a safe and effective method of weight reduction.

___c. Eliminating water from the body is effective for permanent weight loss.

___d. Liquid protein diets have been proven to be dangerous.

___e. Salt-free diets are potentially hazardous.

TEST ITEM 029-00-14

INSTRUCTIONS TO STUDENTS: Write the letter of the correct answer in the blank.

___When a person wants to lose weight, he/she should:

a. eat food as quickly as possible and avoid chewing food thoroughly.
b. increase daily exercise.
c. avoid eating breads and cereals.
d. never eat fats.

TEST ITEM 029-00-15

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase that best completes the statement.

A sound weight-reducing program is:

___a. one in which the weight loss is achieved quickly.

___b. one which includes a doctor's guidance to provide physical and mental readiness for dieting.

___c. strictly in terms of decreasing one's food intake.

___d. possible through any of the diets currently recommended.

COMPETENCY 029: Plan, prepare and serve meals to meet special nutritional needs of family members.

TEST ITEM 029-00-16

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase that best completes the statement.

A well-designed weight-reducing diet includes all of the following characteristics EXCEPT which one?

___a. Reduced number of Basic Four recommended servings

___b. Reduced caloric intake

___c. Built around foods well liked by the dieter

___d. Provides meals that are satisfying to the individual

TEST ITEM 029-00-17

INSTRUCTIONS TO STUDENTS: Write the letter of the correct answer in the blank.

___Fats should be eaten in moderation because:

a. they provide no nutritional value, just calories.
b. they are a good source of minerals.
c. in excess, they can contribute to chronic diseases such as heart disease, cancer and obesity.
d. they help with the absorption of certain vitamins.

TEST ITEM 029-00-18

INSTRUCTIONS TO STUDENTS: Write the letter of the correct answer in the blank.

___Which of the following statements about energy is not true?

a. The body uses energy for digestion of food and for physical activity.
b. Activity is the only way in which the body uses energy that the individual cannot deliberately change.
c. At the age of 16, all teenagers burn calories at the same rate.
d. Physical activity increases the body's rate of using calories for energy.

TEST ITEM 029-00-19

INSTRUCTIONS TO STUDENTS: Write the letter of the correct answer in the blank.

___Of the diets listed below, which would be the safest diet to follow?

a. Salt-free diet
b. High protein diet
c. Carbohydrate-free diet
d. Liquid protein diet
e. Calorie-restricted diet

TEST ITEM 029-00-20

INSTRUCTIONS TO STUDENTS: Write the letter of the correct answer in the blank.

___To maintain adequate protein intake, a vegetarian diet that contains no animal-source protein should include:

a. beans, nuts, and a source of Vitamin B_{12}.
b. liquid protein.
c. raw fruit, vegetables, and mineral oils.
d. Vitamins A, C, and D.

TEST ITEM 029-00-21

INSTRUCTIONS TO STUDENTS: Write the letter of the correct answer in the blank.

___Which of the following is true concerning "glycogen-loading"?

a. It increases the endurance of all distance runners.
b. It is based on the fact that a high protein intake can increase the body's glycogen stores.
c. If followed, it should be done only in preparation for important competition and no more than 2 to 3 times during the year.
d. It significantly increases an individual's body weight.

COMPETENCY 029: Plan, prepare and serve meals to meet special nutritional needs of family members.

TEST ITEM 029-00-22

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the foods that would be good choices for a pre-event meal.

___a. Cereal and juice

___b. Spaghetti

___c. Steak and eggs

___d. Toast

___e. Sliced peaches

___f. Vegetable soup

___g. Milk shake and French fries

___h. Sandwich (turkey or cheese)

___i. Baked potato with butter and sour cream

___j. Baked fish

___k. Fried chicken

TEST ITEM 029-00-23

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the beverages which would be good choices for an athlete to consume prior to or during an event.

___a. Skim milk

___b. Cola drink

___c. Water

___d. "Sports Drink" (electrolyte drink)

___e. Whole milk

___f. Orange juice (diluted)

___g. Coffee

___h. Lemonade (diluted)

___i. Prune juice

TEST ITEM 029-00-24

INSTRUCTIONS TO STUDENTS: Write the letter of the correct answer in the blank.

___All of the following are true concerning the pre-event meal EXCEPT:

a. it should be eaten 3 to 4 hours before practice or competition.
b. it contributes significantly to immediate energy needs and, thus, is of extreme importance to the athlete's performance.
c. it should be high in complex carbohydrates.
d. it should be psychologically satisfying to the athlete.

TEST ITEM 029-00-25

INSTRUCTIONS TO STUDENTS: For each of the following diets, mark T of the food may be included; mark F if the food should not be included.

Soft or light diet

___1. Mashed potatoes

___2. Whole wheat bread

___3. Chicken

Calorie-regulated diet (low calorie)

___4. Whole milk

___5. Halibut

___6. Potato chips

Bland diet

___7. Canned berries

___8. Toast

___9. Dried beans

COMPETENCY 029: Plan, prepare and serve meals to meet special nutritional needs of family members.

TEST ITEM 029-00-26

INSTRUCTIONS TO STUDENTS: Based on the menu shown below, indicate the number of each statement in Column B that correctly evaluates the selection of foods included. Jane is the star basketball player at Smith High School. She is 9 lbs. heavier than she desires and wants a diet plan to lose weight and was given the menu in Column A by her friend. She plans to follow this for two weeks. Which statements appropriately evaluate the diet?

Column A		Column B
Breakfast	Half grapefruit Boiled egg Black coffee	___1. The diet provides too many calories. ___2. The diet would not be interesting and would be hard to follow for even two weeks.
Lunch	Grapefruit juice 1 banana 1 apple	___3. All nutrients needed daily are not provided by the foods included.
Dinner	Grapefruit sections Broccoli Fried chicken backs	___4. Grapefruit helps to burn up fat stored in the body and is a valuable part of this diet. ___5. The diet provides too few calories to maintain daily sports activities.

TEST ITEM 029-00-27

INSTRUCTIONS TO STUDENTS: Based on the following situation, which of the statements would help solve Juanita's problem?

Juanita is 5'4" tall and weighs 105 lbs. She has been on the "grapefruit diet" for the last month and has lost a total of 15 lbs. She thinks she's still too fat and plans to continue her diet until she reaches 100 lbs. She isn't worried about her health because she takes several multiple vitamin pills daily. She has become short tempered with her family and friends, is very pale, and never has any energy. What should she do?

___a. See a doctor and get help.

___b. Continue the diet for just one or two more weeks to try to reach her goal.

___c. Change to the high protein boilnd egg diet.

___d. Start taking diet pills and eat anything she wants.

___e. Start eating a balanced diet immediately.

___f. Go off her diet for a week, then start it back when her disposition improves.

COMPETENCY 030: Analyze ways of using skills and artistic ability to give added appeal to meals at a reasonable cost.

TEST ITEM 030-00-01

INSTRUCTIONS TO STUDENTS: Match the term in Column B which best corresponds to each description in Column A. Write the letter of the term from Column B in the blank space provided in Column A.

Column A	Column B
___1. Decorative arrangements of edible food, used to improve the appearance of a dish	A. Blends
___2. An expensive Italian ham	B. Creative cooking
___3. The leaves of plants, usually grown in the temperate climate zone, that are used as fresh or dried seasonings	C. Crepes
___4. Examples are fondant and fudge	D. Crystalline candies
___5. An artistic way of preparing and serving food	E. Decorating tube
___6. Creates different designs for finishing touches on food	F. Flan
___7. Examples are brittles, caramels, and taffies	G. Garnishes
___8. Dried roots, stems, and seeds of plants grown mainly in the tropics	H. Casserole
___9. Small, very thin pancakes	I. Herbs
___10. An excellent way to use leftover food	J. Noncry[illegible]ine candies
	K. Prosciutto
	L. Spices

TEST ITEM 030-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by those statements that are TRUE regarding the use of herbs and spices in cooking.

___1. Fresh herbs are more concentrated than dried ones and therefore less should be used.

___2. Most spices can be classified as "hot" or spicy seasonings.

___3. Blends are mixtures of spices and herbs, usually in liquid form.

___4. There is no wrong or right seasoning to use with each food.

___5. Herbs and spices should be placed in clear glass jars because light is necessary to preserve their flavor.

___6. Spices and herbs dry out with age and lose their aroma.

___7. Cooking increases the strength of the herb and spice flavors.

___8. When food is cooked for hours, such as stew or pot roast, it is best to add seasonings at the beginning.

TEST ITEM 030-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by those statements that are TRUE regarding "creative cooking."

___1. Crepes are very thick pancakes rolled with a filling.

___2. It is difficult to cook creatively on a low or limited budget.

___3. A flan is made in a pie-sized pan with straight, fluted sides.

___4. When giving a gift of food, it is usually best to try exotic or unusual recipes.

___5. Tossed salad and Caesar salad have the same ingredients.

___6. A garnish should be edible and compatible with the food on which it is served.

___7. Less expensive cuts of meat should not be substituted for expensive cuts in gourmet recipes.

___8. Candies that are cooked are divided into crystalline and noncrystalline types.

___9. Shortcuts in recipe instructions can be tried when preparing candy.

___10. Candies are made by boiling a sugar and liquid mixture to a certain temperature.

___11. Many specialized pans, such as pizza and tart pans, are necessary for creative cooking.

COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialities.

Sub-Competency 01: Demonstrate the principles of planning, preparing and serving salads.

TEST ITEM 031-01-01

INSTRUCTIONS TO STUDENTS: Label each of the following drawings by writing in the name of the salad green in the blank

Most common type; firm head of light green leaves

1. _____

Spicy, dark green herb; used as a garnish

2. _____

Tiny, petal-like dark green crisp leaves on slender stalks; tart, spicy sweet flavor

3. _____

Long head of stiff, wide, upright leaves; medium green color; sweet flavor

4. _____

Large, loose head of narrow, curly leaves; dark green outer leaves, light, yellow-green center leaves; bitter

5. _____

COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialities.

Sub-Competency 01: Demonstrate the principles of planning, preparing and serving salads.

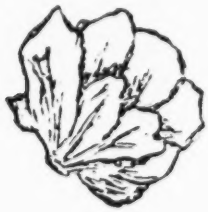
TEST ITEM 031-01-01 (continued)

Long, narrow head; light green outer leaves, white center leaves; long fairly wide leaves; cabbage-like flavor

6. _____

Loose, light green tender leaves

7. _____



Wide leaves, not curly; fan shaped head, rather flat; dark green

8. _____

COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 01: Demonstrate the principles of planning, preparing and serving salads.

TEST ITEM 031-01-02

INSTRUCTIONS TO STUDENTS: Five salads (A-E) are listed above the questions. Choose one of these salads for your answer to questions 1-5. Circle the letter of that salad in the letters following the question. Each salad will be used once.

A. Tuna salad
B. Marinated green beans
C. Frozen whipped cream and fruit salad
D. Tossed salad with bacon garnish
E. Potato salad

1. Which of the salads listed above should not be served before the end of the meal?

   A B C D E

2. Which of the salads listed above would be the best appetizer?

   A B C D E

3. Which of the salads listed above would be the best to use as an accompaniment to the main meal?

   A B C D E

4. Which of the salads listed above is considered as a main dish salad?

   A B C D E

5. Which of the salads listed above could be an appetizer or an accompaniment to the main dish?

   A B C D E

TEST ITEM 031-01-03

INSTRUCTIONS TO STUDENTS: Place a check (✓) by each of the following procedures that will keep blonde fruits and vegetables from turning brown.

___1. Place them in lemon juice.

___2. Place them in a solution of baking soda and water.

___3. Place them in pineapple juice.

___4. Cover with sugar syrups.

___5. Cover with a salt solution.

___6. Store uncovered in the refrigerator.

___7. Use a commercial antioxidant.

___8. Cut them in small pieces.

___9. Sprinkle sugar on them.

___10. Sprinkle salt on them.

TEST ITEM 031-01-04

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to the question in the blank provided.

___What rule should you follow in cutting fruits and vegetables for a salad?

a. Cut as close to serving time as possible.
b. Always wash after cutting.
c. Cut them into indistinguishable pieces.
d. Always remove all seeds.

COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 01: Demonstrate the principles of planning, preparing and serving salads.

TEST ITEM 031-01-05

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to the question in the blank provided.

____Tomato peelings are removed easily if you:

a. freeze them first.
b. dip them in very hot water.
c. dip them in very hot water and then cool water.
d. select only firm tomatoes to use.

TEST ITEM 031-01-06

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to the question in the blank provided.

____How should blackberries be cleaned?

a. Immerse in a large amount of water.
b. Wash in a spray.
c. Soak in salty water

TEST ITEM 031-01-07

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to the question in the blank provided.

____A brush should be used in cleaning which of these vegetables?

a. Celery
b. Carrots
c. Cauliflower
d. Radishes

TEST ITEM 031-01-08

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to the question in the blank provided.

____Which of these fruits shouldn't be used in salad?

a. Fresh grapes
b. Frozen grapes
c. Melon balls
d. Avacado

TEST ITEM 031-01-09

INSTRUCTIONS TO STUDENTS: Match each salad on the right, with the chief nutrient in it, on the left.

Nutrient	Salad
___a. Thiamin	1. Chicken salad
___b. Starch	2. Cole slaw
___c. Vitamin C	3. 3-bean salad
___d. Protein	4. Macaroni salad

TEST ITEM 031-01-10

INSTRUCTIONS TO STUDENTS: From the list at the right, select the main ingredients for each salad dressing below.

a. Russian dressing

_____, _____, _____, _____, _____

b. French dressing

_____, _____, _____

c. Cooked dressing

_____, _____, _____, _____, _____, _____

1. Oil
2. Vinegar
3. Fat
4. Flour
5. Egg yolk
6. Milk
7. Chili sauce
8. Seasonings

COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 01: Demonstrate the principles of planning, preparing and serving salads.

TEST ITEM 031-01-11

INSTRUCTIONS TO STUDENTS: Match the terms on the right with the definitions on the left by placing the correct letter in the blank.

Definitions	Terms
___1. Type of cheese often served as a salad	A. Accompaniment
___2. A salad planned to be served with the main dish	B. Catsup
___3. A small, colorful salad made to add eye appeal to a meal	C. Cooked
___4. Type of salad dressing that contains only a small amount of oil	D. Cottage
___5. Variety of cheese often added to salad dressings	E. Escarole
___6. Basic type of salad dressing that will separate on standing	F. French
___7. An ingredient that is often added to basic salad dressings	G. Garnish
___8. Salad dressing that requires beating to blend in all of the oil	H. Mayonnaise
___9. A type of salad green	I. Roquefort
___10. Another type of salad green	J. Watercress

TEST ITEM 031-01-12

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank to the left of the statement.

___Romaine lettuce has a fairly:

a. mild flavor.
b. strong flavor.
c. bitter flavor.
d. weak flavor.

TEST ITEM 031-01-13

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank to the left of the statement.

___The most popular salad green is called:

a. endive lettuce.
b. boston lettuce.
c. romaine lettuce.
d. iceberg lettuce.

TEST ITEM 031-01-14

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank to the left of the statement.

___In most cases, when consuming a salad, the first flavor or taste the palate will sense is that of the:

a. base.
b. body.
c. garnish.
d. dressing.

TEST ITEM 031-01-15

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank to the left of the statement.

___Either a temporary or permanent emulsion may be formed when one is preparing:

a. thousand island dressing.
b. French dressing.
c. bleu cheese dressing.
d. green goddess dressing.

COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 01: Demonstrate the principles of planning, preparing and serving salads.

TEST ITEM 031-01-16

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank to the left of the statement.

___The meat garnish for a chef salad should be:

a. diced.
b. sliced.
c. julienned.
d. minced.

TEST ITEM 031-01-17

INSTRUCTIONS TO STUDENTS: Complete the following item by writing the answers in the blanks provided.

List the six salad classifications.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

TEST ITEM 031-01-18

INSTRUCTIONS TO STUDENTS: Complete the following item by writing the answers in the blanks provided.

Name the four basic parts of a salad.

a. _____

b. _____

c. _____

d. _____

COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 02: Demonstrate the principles of planning, preparing and serving casseroles.

TEST ITEM 031-02-01

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Lasagne.

a. Includes Italian sausage.
b. Requires fine noodles.
c. Requires very wide noodles.
d. Is stirred while cooking.

TEST ITEM 031-02-02

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___In casserole recipes:

a. anything goes.
b. requirements are strict.
c. pasta must be included.
d. all ingredients must be precooked.

TEST ITEM 031-02-03

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Which of the following is not TRUE regarding the use of casseroles in the meal plan?

a. They are usually easy to prepare.
b. A whole meal can be prepared in one dish.
c. They are expensive to prepare.
d. They are likely to be both delicious and nourishing.
e. They are excellent for camouflaging leftovers.

COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 03: Demonstrate the principles of planning, preparing and serving breads made with yeast.

TEST ITEM 031-03-01

INSTRUCTIONS TO STUDENTS: Characteristics of yeast breads are listed below. Check those which are signs of a high quality loaf of yeast bread.

___a. Large volume
___b. Small volume
___c. Smooth, rounded top
___d. Sunken top with overhanging sides
___e. Coarse texture
___f. Fine and uniform texture
___g. Crumbly
___h. Tender and elastic crumb
___i. Contains large, overexpanded cells
___j. Compact texture

TEST ITEM 031-03-02

INSTRUCTIONS TO STUDENTS: Match the terms on the right with the definitions on the left by placing the correct letter in the blank.

Definitions	Terms
___1. The ingredient that controls the rate of yeast growth	A. Alcohol
___2. A german dark bread	B. Bismarcks
___3. Bread of Jewish origin	C. Brioche
___4. The ingredient that supplies food to the yeast	D. Carbon dioxide
___5. Allowing the dough to rest or rise	E. Challah
___6. Jelly-filled doughnuts	F. Crullers
___7. French dinner rolls	G. Proof
___8. Twisted doughnuts	H. Pumpernickel
___9. A product of fermentation	I. Salt
___10. Another product of fermentation	J. Sugar

TEST ITEM 031-03-03

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the letter in the blank to the left.

___In the _____ undissolved yeast is mixed with some of the dry ingredients before warm liquid is added.

a. Standard method
b. Rapid-mix method
c. Cool-rise method
d. Batter method
e. Frozen-dough method

TEST ITEM 031-03-04

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the letter in the blank.

___In the _____ you mix, knead and shape dough all at once; then you refrigerate it and bake later.

a. Standard method
b. Rapid-mix method
c. Cool-rise method
d. Frozen-dough method

COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 03: Demonstrate the principles of planning, preparing and serving breads made with yeast.

TEST ITEM 031-03-05

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the letter in the blank.

___The best flour to use in making yeast products is milled from:

a. soft wheat.
b. hard wheat.
c. a combination of hard and soft wheat.
d. durum wheat.

TEST ITEM 031-03-06

INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

___The ingredient in yeast dough that makes it tender is:

a. fat.
b. flour.
c. eggs.
d. sugar.

TEST ITEM 031-03-07

INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

___Which of the following will kill yeast?

a. Too much water
b. Boiling water
c. Lukewarm water
d. Cold water

TEST ITEM 031-03-08

INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

___The method of making yeast doughs where no handling or kneading is required; a mixer is used to beat the batter, is the:

a. standard method.
b. rapid-mix method.
c. cool-rise method.
d. batter method.
e. frozen-dough method.

TEST ITEM 031-03-09

INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

___The method of making yeast dough that involves mixing, kneading, and shaping it in loaf pans without letting it rise, is the _____.

a. Cool-rise method
b. Rapid-mix method
c. Batter-mix method
d. Frozen-dough method

COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 03: Demonstrate the principles of planning, preparing and serving breads made with yeast.

TEST ITEM 031-03-10

INSTRUCTIONS TO STUDENTS: Listed below are the seven steps involved in making yeast dough using the "Standard Mixing Method." Number them in the order in which they should be performed - number one for the first step and so on.

___a. "Punch down" the dough and knead it.

___b. Knead dough until satiny and elastic and has little bubbles under the surface.

___c. Dissolve the yeast in warm water in a large bowl.

___d. Add the sugar, milk, salt, fat and some flour to the yeast; mix and let stand until raised and bubbly.

___e. Grease dough thin over it and set in a warm place to rise until double in size.

___f. Shape the dough and let rise in the pan before baking.

___g. Add the remaining flour and stir to make dough.

COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 04: Demonstrate the principles of planning, preparing and serving pies and pastries.

TEST ITEM 031-04-01

INSTRUCTIONS TO STUDENTS: Check (✓) each statement which applies to the steps used in preparing a pastry. This pastry will be used for a one-crust lemon chiffon pie which will be filled after baking.

___1. Flour and salt are sifted into a mixing bowl.

___2. Flour and salt are spooned and packed into a mixing bowl.

___3. Shortening is cut into the flour-salt mixture with a pastry blender, two knives, or your fingers.

___4. Shortening is melted and added to the flour.

___5. The shortening, flour, and salt are cut together until large lumps are formed.

___6. The shortening, flour, and salt are cut together until the particles resemble coarse corn meal.

___7. Water is added all at once to the flour mixture.

___8. Water is sprinkled a little at a time over the flour mixture.

___9. The dough is stirred gently with a fork until it forms large lumps.

___10. The dough is kneaded.

___11. The dough is rolled out on an unfloured surface.

___12. The dough is rolled out on a floured surface.

___13. The dough is rolled out in a circle about 3 mm (1/8 inch.) thick and 2.5 cm (1 inch.) larger than the pie plate.

___14. The dough is stretched to fit the pie plate.

___15. The dough is gently fitted into the pie plate.

___16. The edges of the pie crust are fluted, and the bottom and sides are pricked.

___17. The crust is baked in a hot oven until it is lightly browned.

___18. The crust is baked in a moderate oven until it is hard.

___19. The crust is filled while it is hot.

___20. The crust is thoroughly cooled before it is filled.

TEST ITEM 031-04-02

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Too much shortening makes a pie crust:

a. sticky.
b. too firm.
c. easy to roll.
d. difficult to mix.

TEST ITEM 031-04-03

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Chiffon pie fillings are:

a. flavored meringues.
b. light gelatin puddings.
c. solid gelatin puddings.
d. whipped custards.

COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 04: Demonstrate the principles of planning, preparing and serving pies and pastries.

TEST ITEM 031-04-04

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___A pie's top crust:

a. must never be omitted.
b. needs vent holes.
c. must seal the filling.
d. should have a loose edge.

TEST ITEM 031-04-05

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Water is put in pastry dough:

a. and beaten in thoroughly.
b. before cutting in shortening.
c. after cutting in shortening.
d. only if it is too stiff.

TEST ITEM 031-04-06

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Most pastry is supposed to be:

a. sweet.
b. strong.
c. tasty.
d. flaky.

COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 05: Demonstrate the principles and preparation techniques for decorative cakes.

TEST ITEM 031-05-01

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank beside those tools that are needed for mixing a cake.

___1. Standard mixer with bowls
___2. Coupler
___3. Rubber spatula
___4. Paste food colors
___5. Individual mixing bowls
___6. Toothpicks
___7. Baking pans
___8. Measuring spoons
___ 9. Serrated knife
___10. Cake circles/squares
___11. Measuring cups
___12. Decorating bags
___13. Trim and turn cake stand
___14. Metal spatula
___15. Decorating tips
___16. Wooden spoons

TEST ITEM 031-05-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank beside those tools that are needed for mixing icing.

___1. Standard mixer
___2. Coupler
___3. Rubber spatula
___4. Paste food color
___5. Measuring spoons
___6. Serrated knife
___7. Metal spatula
___8. Measuring cups

TEST ITEM 031-05-03

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank beside those tools that are needed for tinting icing.

___1. Standard mixer
___2. Rubber spatula
___3. Mixing bowls
___4. Paste food color
___5. Decorating bag
___6. Metal spatula
___7. Wooden spoon
___8. Toothpicks

TEST ITEM 031-05-04

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank beside those tools that are needed to icing a cake.

___1. Standard mixer
___2. Metal spatula
___3. Rubber spatula
___4. Cake circles/squares
___5. Trim and turn stand
___6. Serrated knife
___7. Measuring cups
___8. Coupler

TEST ITEM 031-05-05

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank beside those tools that are needed to decorate a cake.

___1. Coupler
___2. Metal spatula
___3. Cake circles/squares
___4. Decorating bags
___5. Decorating tips
___6. Trim and turn stand
___7. Toothpicks
___8. Mixing bowls

COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 05: Demonstrate the principles and preparation techniques for decorative cakes.

TEST ITEM 031-05-06

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___The most versatile of the decorating tips is the:

a. round tip.
b. star tip.
c. leaf tip.
d. ribbon tip.
e. drop flower tip.

COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 06: Demonstrate the principles and preparation techniques for making candies.

TEST ITEM 031-06-01

INSTRUCTIONS TO STUDENTS: Read the clues below. Write C in the blank if the clue describes CRYSTALLINE candy. Write NC in the blank if the clue describes NONCRYSTALLINE candy. If the clue describes BOTH types of candy, write B in the blank.

___1. Fudge

___2. Caramels

___3. Peanut brittle

___4. Divinity

___5. Toffee

___6. Fondant

___7. A sugar syrup is used.

___8. The sugar syrup is heated to a specific temperature, cooled to a specific temperature, and beaten vigorously.

___9. The sugar syrup is heated to a very high temperature.

___10. Substances like corn syrup, milk, cream, or butter are added to interfere with crystallization.

___11. A candy thermometer is used for accuracy.

___12. The use of a heavy saucepan is recommended.

___13. For best results, the recipe must be followed exactly.

___14. The sugar syrup forms small, fine crystals.

___15. The sugar syrup does not form crystals.

TEST ITEM 031-06-02

INSTRUCTIONS TO STUDENTS: Listed below are tools that are needed for making candies. Place an A in the blank by those that are standard kitchen equipment and a B by those that are designed especially for candy making.

___1. Candy thermometer

___2. Dipping spoon or fork

___3. Glass jars with tight-fitting lids

___4. Kitchen timer

___5. Double boiler

___6. Metal cookie sheets

___7. Sharp knife

___8. Wooden or plastic spoon

TEST ITEM 031-06-03

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank to the left.

___Confectionary coating made of a combination of milk colors, vegetable fats and oils.

a. Candy molds
b. Candy melts
c. Truffles
d. Candy mints

COMPETENCY 032: Analyze and practice ways of managing eating patterns that have emerged from rapidly changing lifestyles.

TEST ITEM 032-00-01

INSTRUCTIONS TO STUDENTS: Match the terms in the left column with the explanations in the right column.

Terms	Explanations
___1. Smorgasbord	A. A piece of tender meat without bone
___2. Entree	B. A listing of food offered with prices
___3. Gratuity	C. Appetizer
___4. Maitre'd	D. A fixed charge added to bill to pay for entertainment or service
___5. Filet	E. A type of buffet table containing many varieties of food
___6. Table d'hote	F. An itemized cost of food and beverages ordered
___7. Menu	G. Paying for each dish ordered
___8. Cover charge	H. A voluntary payment for service
___9. Check	I. A chief officer who greets you and shows you to your table
___10. Hors d'oeuvre	J. A meal for which one pays a fixed price

TEST ITEM 032-00-02

INSTRUCTIONS TO STUDENTS: Match the term in Column B which best corresponds to each description in Column A. Write the letter of the term in the blank space provided in Column A.

Column A	Column B
___1. A long, narrow tube attached to a rubber ball which can be filled with water	A. Baster
___2. A metal container shaped like a box or a bowl that holds the burning charcoal	B. Brazier grill
___3. An incident in which flames develop when fat drippings accumulate on coals	C. Skewer
___4. A spit which turns food over a source of heat	D. Carbon monoxide
___5. A very toxic and deadly gas which has no odor or color	E. Dry-heat method
___6. A frame of bars with spaces between them	F. Fire bowl
___7. A round container that holds burning charcoal and is covered by a metal grid for cooking	G. Flareup
___8. A long, metal rod used for making shish kabobs	H. Grid
___9. A rectangular, cast iron grill	I. Hibachi
___10. Grilling is an example of this method of cooking	J. Moist-heat method
	K. Rotisserie
	L. Tongs

TEST ITEM 032-00-03

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___The price stated on the luncheon menu usually does not include the appetizer and:

a. vegetable.
b. salad.
c. dessert.
d. beverage.

COMPETENCY 033: Demonstrate the principles of planning and preparing meals for home and community emergencies.

TEST ITEM 033-00-01

INSTRUCTIONS TO STUDENTS: Select the items that will be appropriate for an emergency shelter.

___1. Canned meats and fish

___2. Canned vegetables

___3. Soups, canned or packaged

___4. Ice cream

___5. Canned fruits and puddings

___6. Fresh fruit

___7. Canned crackers and cookies

TEST ITEM 033-00-02

INSTRUCTIONS TO STUDENTS: Write T if the statement is true and F if the statement is false.

___1. All food items can be used in an emergency shelter.

___2. The sanitary handling of food may be more difficult in emergency situations.

___3. Foods suitable for emergency situations are ones which provide nutritional needs and require little or no preparation.

TEST ITEM 033-00-03

INSTRUCTIONS TO STUDENTS: Mr. and Mrs. Jones are in the midst of a hurricane and the electricity is off. They cannot use their range, but they have a variety of foods that do not need a lot of preparation. Mrs. Jones does have a sterno chafing dish. Which of the following combinations can she fix for lunch? (There may be more than one correct answer.)

___1. Welsh rabbit, shredded cabbage and raisin salad, crackers, and milk

___2. Fried chicken, green beans, celery strips, baked Indian pudding, and hot rolls

___3. Canned vegetables, beef soup, peanut butter and jelly sandwich, fruit cup, and milk

___4. Baked ham, spiced apples, scalloped potatoes, congealed salad, and ice cream

COMPETENCY 034: Interpret the historical and geographical differences in regional cuisines by preparing, serving, and evaluating these foods.

TEST ITEM 034-00-01

INSTRUCTIONS TO STUDENTS: Below are some menus typical of certain sections of our country. Match the region in Column 2 to the menu in Column 1.

Column 1: Menus	Column 2: Regions
___1. Corned beef, boiled cabbage, beets, new potatoes, boiled onions, cranberry sherbet	A. The Midwest B. The Southwest C. The Pacific Coast D. The South E. New England F. Hawaii G. The North
___2. Taco, enchiladas and refried beans	
___3. Crispy fried chicken, collard greens, cornbread, pecan pie	
___4. Fried chicken, mashed poratoes, gravy, corn-on-the cob, apple pie with cheddar cheese	
___5. Fresh salmon steaks, vegetable salad bowl, blueberries and ice cream	

TEST ITEM 034-00-02

INSTRUCTIONS TO STUDENTS: Select the letters of the best answers.

The regional character of foods is becoming less distinct. Which statements below are reasons why?

___a. People traveling frequently to different sections of our country

___b. People moving from one section of the country to another

___c. People staying in the same area all their lives

___d. National advertising of new food products

TEST ITEM 034-00-03

INSTRUCTIONS TO STUDENTS: Select the letters of the best answers.

Differences in food preparation techniques used with the same food are influenced by which of the following?

___a. Religious significance

___b. Traditions of one's nationality

___c. Customs of area or region

___d. Country's health laws

TEST ITEM 034-00-04

INSTRUCTIONS TO STUDENTS: Which of the following food groups are usually associated with the South Eastern part of the United States?

___a. Grits, fried chicken, watermelon

___b. Danish rolls, baked beans, pizza

___c. Lobster, boiled cabbage, boiled ham

___d. Tacos, refried beans, biscuits

COMPETENCY 034: Interpret the historical and geographical differences in regional cuisines by preparing, serving and evaluating these foods.

TEST ITEM 034-00-05

INSTRUCTIONS TO STUDENTS: Match the areas on the right with information about them on the left by placing the correct letter in the blank.

___1. Poi is a staple food here.

___2. This style of cooking was developed by the Germans.

___3. This style of cooking in the area around New Orleans was greatly influenced by the French.

___4. Region where Spanish and Mexican foods are often used.

___5. Large quantities of dairy products are produced here.

___6. Fish and wild game are the main sources of protein here.

___7. Orientals strongly influenced the cooking in this area.

___8. This is the region where most of our hard wheat is grown.

___9. Most of our traditional Thanksgiving foods began in this region.

___10. Favorite foods in this region include rice, fried chicken, and hominy grits.

A. Alaska
B. Creole
C. East Coast
D. Hawaii
E. Midwest
F. North Central Plains
G. Pennsylvania Dutch
H. South
I. Southwest
J. West

COMPETENCY 035 : Analyze the differences in international cuisines by preparing and evaluating foods characteristic of different countries.

TEST ITEM 035-00-01

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___The use of fruits with meat and vegetables to create a combination of sweet-sour flavors is a:

a. German characteristic.
b. Spanish characteristic.
c. French characteristic.
d. Italian characteristic.

TEST ITEM 035-00-02

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___A Mexican dish consisting of a rolled flour or corn tortilla stuffed with a cheese, bean or meat filling, and topped with a tomato sauce.

a. Guacamole
b. Burritos
c. Enchilada
d. Tacos

TEST ITEM 035-00-03

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___The national bread of Mexico; a very thin round pancake made of corn or wheat flour that is rolled out and baked on a griddle.

a. Tortilla
b. Taco
c. Frijoles
d. Tostada

TEST ITEM 035-00-04

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___A Japanese one-pot meal in which thinly sliced beef and a variety of Oriental vegetables are stir-fried and then briefly simmered in soy sauce and other seasonings.

a. Chow mein
b. Sushi
c. Teriyaki
d. Sukiyaki

TEST ITEM 035-00-05

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Wide ribbons of pasta that are cooked like macaroni, then layered and baked in an oblong pan along with tomato sauce, ricotta and mozzarella and ground beef.

a. Congalia
b. Lasagne
c. Fettucini
d. Linguine

TEST ITEM 035-00-06

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Shredded cabbage, which is salted, seasoned, and then allowed to ferment in its own juices. German in origin, this food is now a popular topping for the hot dog.

a. Cole slaw
b. Bok choy
c. Sauerkraut
d. Sauerbraten

COMPETENCY 035: Analyze the differences in international cuisines by preparing and evaluating foods characteristic of different countries.

TEST ITEM 035-00-07

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___An egg dish of French origin in which stiffly beaten egg whites are folded into a sauce thickened with egg yolks. The mixture is then placed in a round dish and slowly baked in the oven until the top is puffed and browned.

a. Tofu
b. Souffle
c. Bouillabaisse
d. Quiche

TEST ITEM 035-00-08

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___A typical British accompaniment to roast beef, this pudding is made of a batter to which some of the meat drippings are added, then baked in the pan with the roast.

a. Curry pudding
b. Shepherd's pie
c. Tapioca pudding
d. Yorkshire pudding

TEST ITEM 035-00-09

INSTRUCTIONS TO STUDENTS: Choose the correct answer and write the letter in the blank.

___A hearty, dark Swedish yeast bread typically made of a combination of rye and wheat flours, then flavored with molasses, caraway or anise seeds, and grated orange peel.

a. Limpa
b. Bagel
c. Borscht
d. Pumpernickel

TEST ITEM 035-00-10

INSTRUCTIONS TO STUDENTS: Choose the correct answer and write the corresponding letter in the blank.

___A starchy fruit that resembles a green banana in appearance; it's often cooked much like the potato by Latin American, Caribbean and African cooks.

a. Kumquat
b. Plantain
c. Apfel
d. Papaya

TEST ITEM 035-00-11

INSTRUCTIONS TO STUDENTS: Choose the correct answer and write the corresponding letter in the blank.

___A mild, yellow cheese named after the town in Holland where it was first made. Once this cheese is aged, it takes on a tangy flavor.

a. Limburger
b. Parmesan
c. Gouda
d. Mozzarella

TEST ITEM 035-00-12

INSTRUCTIONS TO STUDENTS: Choose the correct answer and write the corresponding letter in the blank.

___A Greek dessert composed of several layers of paper-thin pastry filled with nuts, butter, and honey and then drenched in a honey- or sugar-sweetened syrup.

a. Cannoli
b. Baklava
c. Panettone
d. Strudel

COMPETENCY 035: Analyze the differences in international cuisines by preparing and evaluating foods characteristic of different countries.

TEST ITEM 035-00-13

INSTRUCTIONS TO STUDENTS: Choose the correct answer and write the corresponding letter in the blank.

___A Middle Eastern rice dish to which onions, raisins, and spices are added. The rice is traditionally sauteed in butter, then cooked in broth with the other ingredients; served as a side dish.

a. Pilaf
b. Paella
c. Frikadellar
d. Riso

TEST ITEM 035-00-14

INSTRUCTIONS TO STUDENTS: Choose the correct answer and write the corresponding letter in the blank.

___The Japanese word for "bean curd," the food is actually a kind of cheese made from the milk of the soybean. This high protein food is commonly used in vegetarian recipes.

a. Gouda
b. Limpa
c. Couscous
d. Tofu

TEST ITEM 035-00-15

INSTRUCTIONS TO STUDENTS: Choose the correct answer and write the corresponding letter in the blank.

___A French pie consisting of a pastry shell filled with a savory combination of eggs, cream, and cheese. Ham or bacon, seafood or cooked vegetables are often added to the filling.

a. Souffle
b. Quiche
c. Couscous
d. Crepe

TEST ITEM 035-00-16

INSTRUCTIONS TO STUDENTS: Column A describes Italian foods and ingredients. Column B features the names of Italian foods and ingredients. Write the letter or letters corresponding to the correct answers for each statement in the blank or blanks beside the statement in Column A.

Column A	Column B
___1. A rich fruit and yeast bread	A. Rice and butter
___2. The first course of an Italian meal	B. Pasta, olive oil, and tomato sauce
___3. Herb used in Italian cooking	C. Ricotta
___4. Herb used in Italian cooking	D. Panettone
___5. Popular Italian cheese	E. Antipasto
___6. Popular Italian cheese	F. Espresso
___7. Basic ingredients in northern Italian cooking	G. Parmesan
___8. Basic ingredients in southern Italian cooking	H. Oregano
___9. A popular after-dinner beverage	I. Basil
___10. A favorite Italian pastry	J. Cannoli
	K. Polenta

COMPETENCY 036: Identify career opportunities in the foods and nutrition field.

TEST ITEM 036-00-01

INSTRUCTIONS TO STUDENTS: Select the numbers of the jobs below which are related to the foods and nutrition industry.

___1. Kitchen helper
___2. Bus boy or bus girl
___3. Car hop
___4. Telephone operator
___5. Waiter or waitress
___6. Receptionist
___7. Host and hostess
___ 8. Dietitian
___ 9. Bag boy or girl
___10. Short order cook
___11. Kitchen supervisor
___12. Salesperson
___13. Airline steward/ess
___14. Florist

TEST ITEM 036-00-02

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___The fast food industry is:

a. the fastest growing type of food service business.
b. the slowest growing type of food service business.
c. a slow growing business.
d. the largest single industry.

TEST ITEM 036-00-03

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Which of these would not be the job of a food service employee?

a. Prepare and serve beverages
b. Plan menus
c. Manufacture cookware
d. Bake bread

TEST ITEM 036-00-04

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Which of the following careers does not require knowledge of cooking or food management?

a. Chef
b. Cake decorator
c. Restaurant host or hostess
d. Caterer's assistant

TEST ITEM 036-00-05

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Generally, to be successful in a food service training program, the learner must:

a. be willing to learn.
b. have a high intelligence.
c. be well liked by teachers and classmates.
d. have a previous knowledge of the field to be studied.

TEST ITEM 036-00-06

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___An individual who prepares food for homes, private clubs, weddings, and other kinds of parties is a:

a. waiter.
b. bus boy or girl.
c. dietitian.
d. caterer.

COMPETENCY 036: Identify career opportunities in the foods and nutrition field.

TEST ITEM 036-00-07

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___The best paying position in food service would be:

a. cook's helper.
b. stock assistant.
c. dietitian.
d. bake station manager.

TEST ITEM 036-00-08

INSTRUCTIONS TO STUDENTS: Indicate the letter representing the best possible answer.

___An inexperienced person in food service should apply for the position of:

a. chef.
b. assistant buyer.
c. cook's helper.
d. dietitian.

TEST ITEM 036-00-09

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___A restaurant storeroom helper's job would be:

a. deliver supplies to the cook.
b. prepare requisitions for food purchases.
c. reorder foods which are nutritious.
d. plan menus based on food available.

TEST ITEM 036-00-10

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Which of the following descriptions is acceptable job interview behavior?

a. The interviewee should start the conversation.
b. Speak frankly and critically about previous employer.
c. Ask when the company can be telephoned to learn the interviewer's decision on hiring a person for the job.
d. Exaggerate qualifications to insure a good impression.

TEST ITEM 036-00-11

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___Tests are sometimes given before a person is hired. Which of the statements listed below is not a reason tests are given?

a. Survey economic background
b. Sample reasoning
c. Reveal aptitude
d. Measure mathematical skills

COMPETENCY 036: Identify career opportunities in the foods and nutrition field.

TEST ITEM 036-00-12

INSTRUCTIONS TO STUDENTS: Match the terms on the right with the definitions on the left by placing the correct letter in the blank.

Definitions	Terms
___1. A chief cook	A. Busperson
___2. A type of food service used when distances are great	B. Chef
___3. A type of kitchen in which new recipes are often developed	C. Dietitian
___4. A type of dietitian who plans diets for those with certain illnesses	D. Experimental
___5. A person who clears and resets tables in restaurants	E. Home Economist
___6. A type of dietitian who conducts experiments on foods	F. Journalism
___7. A college graduate specializing in home economics	G. Research
___8. A type of school that offers programs in food service	H. Technical
___9. A college graduate specially trained to deal with food needs of people	I. Therapeutic
___10. A career combined with home economics when booklets are written	J. Vending

Foods and Nutrition I and II

TEST ITEM KEYS

001-00-01

a.
b.

001-00-02

b.
d.

001-00-03

a. Yes
b. Yes
c. Yes
d. Yes
e. Yes

001-00-04

a. No
b. No
c. Yes
d. No
e. No

001-00-05

1. D
2. A
3. B
4. C
5. B

001-00-06

1. D
2. B
3. C
4. A
5. C

001-00-07

1. A
2. A
3. B
4. D
5. B

001-00-08

1. D
2. A
3. C
4. C
5. D

001-00-09

1. A
2. D
3. A
4. D
5. A
6. D
7. B

002-00-01

a.
b.
d.

002-00-02

a.
b.
c.

002-00-03

1. F
2. T
3. T
4. F

002-00-04

1. T
2. F
3. F
4. F
5. T
6. T
7. T

002-00-05

d.

002-00-06

b.
d.

002-00-07

a.
d.

002-00-08

d.

002-00-09

a.
b.
c.

003-00-01

1. T
2. F
3. F
4. T
5. F

003-00-02

b.

003-00-03

c.

003-00-04

a. Yes
b. Yes
c. No
d. Yes
e. Yes

003-00-05

a. Yes
b. No
c. Yes
d. Yes

004-00-01

1. F
2. F
3. T
4. T
5. T
6. F
7. F
8. T
9. T
10. T
11. F
12. T

004-00-02

1. A
2. B
3. A
4. A

004-00-03

1. F
2. F
3. F
4. F
5. F
6. F
7. F
8. F
9. F
10. F
11. F
12. T
13. F
14. F
15. T

004-00-04

1. F
2. T
3. F
4. T
5. T
6. F
7. T
8. T
9. T
10. T

004-00-05

1. F
2. T
3. T
4. T
5. T
6. F
7. F
8. T
9. T
10. F.

005-00-01

a.
b.
d.
e.

005-00-02

c.
d.

005-00-03

a.
b.

005-00-04

b.

005-00-05

a.
b.
c.
e.

005-00-06

1. G
2. F
3. C
4. E
5. H
6. D

005-00-07

1. F
2. T
3. F
4. T
5. T
6. T
7. F
8. T
9. T
10. F

005-00-08

3.
4.
5.
8.
10.

005-00-09

1. B
2. A
3. B
4. A
5. A
6. A
7. A
8. B

005-00-10

e.

005-00-11

b.

005-00-12

b.
c.
d.
e.

005-00-13

a.
b.
c.
d.

005-00-14

b.

005-00-15

a.
e.

005-00-16

a.
b.
d.
e.

005-00-17

c.

005-00-18

b.

005-00-19

a.

005-00-20

a.

005-00-21

d.

005-00-22

a.
b.
c.
d.

005-00-23

1. A
2. A
3. D
4. A
5. A
6. A
7. B
8. B
9. A
10. D

005-00-24

1.
2.
4.
7.
8.
9.
10.
11.
14.
15.
17.
18.
19.

005-00-25

1. F
2. T
3. T
4. T
5. T
6. T
7. T
8. F

005-00-26

1. A
2. B
3. B
4. A
5. B
6. B
7. B
8. A
9. A
10. A

006-00-01

1. d.
2. a.
3. a.

006-00-02

1. C
2. A
3. D
4. B
5. F
6. E

006-00-03

	(1)	(2)
1.	B	G
2.	A	G
3.	A	G
4.	C	E
5.	C	F
6.	D	H
7.	D	H
8.	A	H
9.	C	F
10.	D	H
11.	C	E
12.	B	G
13.	D	H

006-00-04

d.

006-00-05

a.

006-00-06

d.

006-00-07

a.

006-00-08

b.

006-00-09

d.

006-00-10

d.

006-00-11

a.

006-00-12

c.

006-00-13

b.

006-00-14

a.

006-00-15

d.

006-00-16

b.

006-00-17

a.

006-00-18

c.

006-00-19

b.

006-00-20

d.

006-00-21

d.

006-00-22

b.

006-00-23

d.

006-00-24

1. No
2. Yes
3. No
4. No

006-00-25

1. C
2. B
3. B
4. D
5. A
6. B
7. A
8. D
9. A
10. C
11. 4
12. 4
13. 2
14. 4
15. Daily Food Guide

006-00-26

Answers will vary with each classroom situation.

007-00-01

a.
b.
c.
e.

007-00-02

a.
d.
e.

007-00-03

c.

007-00-04

a.
b.
c.

007-00-05

e.

007-00-06

a.

007-00-07

e.

007-00-08

b.

007-00-09

d.

007-00-10

c.

007-00-11

a.

007-00-12

a.

007-00-13

b.

007-00-14

1. F
2. D
3. E
4. B
5. H
6. C
7. G

007-00-15

d.

007-00-16

d.

007-00-17

d.

007-00-18

a.

007-00-19

1. B
2. C
3. D
4. A
5. C
6. A
7. B
8. B
9. A

008-00-01

Answers will vary with each classroom situation

008-00-02

Answers will vary with each classroom situation.

008-00-03

a.

008-00-04

b.

008-00-05

d.

008-00-06

e.

008-00-07

c.

008-00-08

e.

009-00-01

1. B
2. A
3. B
4. C
5. C
6. B

009-00-02

b.

009-00-03

d.

009-00-04

a.
b.
d.

009-00-05

a.
b.
c.

009-00-06

a.
c.

009-00-07

1.
3.
4.
6.
7.
8.
12.
13.
15.
16.

010-00-01

1. c.
2. c.
3. b.

010-00-02

1. No
2. No
3. No
4. Yes
5. Yes
6. Yes
7. No
8. No

010-00-03

a.

010-00-04

c.

010-00-05

b.

010-00-06

d.

010-00-07

a.
c.
d.
f.
g.
h.

010-00-08

a.
c.
e.
f.
h.

011-00-01

1. b
2. a
3. b
4. c
5. b
6. a
7. a
8. c
9. a
10. b

011-00-02

1. B
2. C
3. A
4. C
5. A
6. B
7. A
8. C
9. A
10. B

011-00-03

1. F
2. J
3. I
4. A
5. C
6. E
7. H
8. I

012-00-01

b.
c.
d.

012-00-02

a.
b.
d.

012-00-03

Answers will vary with each classroom situation.

012-00-04

1. C
2. C
3. A
4. C
5. C
6. C
7. B
8. B
9. A
10. B

013-00-01

1. C
2. F
3. A
4. B
5. E

013-00-02

b.

013-00-03

d.

013-00-04

c.

013-00-05

a.

013-00-06

b.

013-00-07

c.

013-00-08

d.

013-00-09

d.

013-00-10

a.
b.
c.
d.
f.

013-00-11

a.
c.
d.
f.
g.
h.
i.
j.

013-00-12

a.
b.
c.
d.
f.

014-00-01

c.

014-00-02

c.

014-00-03

d.

014-00-04

Pastry board
Pastry blender
Measuring spoons
Liquid measuring cup
Rolling pin
Fork

014-00-05

1. D
2. E
3. G
4. A
5. B
6. C
7. H

014-00-06

1. L
2. O
3. J
4. E
5. R
6. P
7. K
8. A
9. G
10. M
11. N
12. D
13. H
14. Q

014-00-07

1. K
2. E
3. D
4. H
5. G
6. B
7. L
8. A
9. C

014-00-08

1. C
2. F
3. E
4. A
5. G
6. H
7. B
8. D

014-00-09

1. I
2. E
3. F
4. D
5. H
6. B
7. C
8. G

014-00-10

a. Ladle
b. Slotted spoon
c. Rotary beater
d. Tongs
e. Wooden spoon
f. Turner
g. Wire whisk
h. Cooking spoon
i. Turning fork

014-00-11

a. Grater
b. Chef's knife
c. Peeler
d. Butcher knife
e. Kitchen shears
f. Bread knife
g. Potato masher
h. Cutting board
i. Meat slicer
j. Paring knife

014-00-12

a. Colander
b. Strainer
c. Sifter

014-00-13

a. Nested measuring cups
b. Liquid measuring cups
c. Straight-edged spatula
d. Measuring spoons

014-00-14

a. Wire cooking rack
b. Round cake pan
c. Square cake pan
d. Jelly roll pan
e. Pie pan
f. Cookie sheet
g. Bundt pan
h. Muffin pan
i. Loaf pan
j. Angel food cake pan
k. Casserole dishes

014-00-15

a. Skillets
b. Griddle
c. Double boiler
d. Dutch oven
e. Saucepans

014-00-16

a. Dish drainer
b. Sink liner
c. Dish pan
d. Scouring pad
e. Bottle brush
f. Vegetable brush

014-00-17

a. Mixing bowls
b. Rubber scraper
c. Rolling pin with cover
d. Pastry brush
e. Pastry blender
f. Funnel
g. Can opener
h. Meat thermometer
i. Bottle opener
j. Deep fat/candy thermometer
k. Molds
l. Melon ball cutter

015-00-01

Answers will vary with each classroom situation.

015-00-02

a.
b.
c.
e.
f.

015-00-03

c.

015-00-04

a.

015-00-05

1. H
2. C
3. D
4. F
5. I
6. E
7. A

015-00-06

a.
c.
d.
g.
h.
i.

016-00-01

1. I
2. B
3. D
4. G
5. F
6. C

016-00-02

1. a.
2. b.
3. a.
4. b.
5. b.

016-00-03

1. F
2. E
3. B
4. D
5. A

016-00-04

a.
c.
d.
f.
g.
h.

016-00-05

b.

016-00-06

c.

016-00-07

a.

016-00-08

b.

017-00-01

b.

017-00-02

b.

017-00-03

c.

017-00-04

a.

017-00-05

a.

017-00-06

1. A
2. B
3. A
4. A

017-00-07

1. G
2. C
3. E
4. D
5. B
6. F

017-00-08

1. E
2. A
3. F
4. B
5. G
6. C

017-00-09

1. d
2. e
3. b
4. c
5. a

017-00-10

1. A
2. C
3. B
4. A
5. B

017-00-11

1. H
2. I
3. B
4. D
5. G
6. C

017-00-12

1. B
2. E
3. F
4. D
5. G
6. A
7. H
8. C

017-00-13

Answers will vary with each classroom situation.

018-01-01

c.

018-01-02

a.

018-01-03

c.

018-01-04

a.

018-01-05

b.

018-01-06

1. J
2. F
3. G
4. B
5. A
6. I
7. C
8. D

018-01-07

b.

018-01-08

a.

018-01-09

c.

018-01-10

d.

018-01-11

a.

018-01-12

d.

018-01-13

d.

018-01-14

a.

018-01-15

b.

018-01-16

b.

018-01-17

1. D
2. J
3. I
4. H
5. E
6. A
7. G
8. F

018-00-18

1. batter
2. flour, baking powder, salt, shortening, sugar, milk and eggs
3. baking powder
4. flour
5. shortening
6. salt
7. baking soda and yeast
8. muffin, biscuit

018-05-01

4.
5.
7.
8.
10.
11.

018-05-02

1. G
2. D
3. H
4. C
5. I
6. E
7. B

018-05-03

c.

018-05-04

d.

018-05-05

c.

018-05-06

a.

018-05-07

c.

018-06-01

1.
2.
3.
5.
7.
10.
11.

018-06-02

1. b
2. a
3. a
4. b
5. a
6. b
7. b

018-06-03

1. b
2. a
3. a
4. a

018-06-04

1. H
2. L
3. D
4. K
5. J
6. G
7. C
8. E
9. B
10. F

018-06-05

a. 6
b. 2
c. 8
d. 4
e. 7
f. 1
g. 9
h. 3
i. 5

018-06-06

a. 3
b. 1
c. 5
d. 2
e. 4

018-06-07

a. 5
b. 8
c. 11
d. 4
e. 6
f. 3
g. 9
h. 2
i. 1
j. 10
k. 7

018-06-08

d.

019-00-01

1. b
2. c
3. b
4. a
5. c
6. c
7. a
8. b

019-00-02

1. B
2. C
3. G
4. A
5. D
6. F
7. E
8. H

019-00-03

1. c
2. b

019-00-04

1. D
2. B
3. H
4. A
5. C

019-00-05

1. F
2. D
3. A
4. B
5. G

019-00-06

1. D
2. F
3. I
4. G
5. B
6. H
7. C
8. J
9. A
10. E

019-00-07

1.
2.
3.
4.
6.
7.

019-02-01

a.

019-02-02

c.

019-02-03

b.

019-02-04

a.

019-02-05

1. E
2. D
3. F
4. C
5. B

019-02-06

Answers will vary with each classroom situation.

019-02-07

1. H
2. B
3. E
4. D
5. F
6. A
7. J
8. I

020-00-01

Answers will vary with each classroom situation.

020-00-02

1. C
2. I
3. I
4. C
5. C
6. C
7. C
8. C
9. I
10. C
11. C
12. C
13. C
14. C
15. I
16. C
17. C
18. I
19. I
20. C
21. I
22. C
23. C
24. C
25. I
26. C
27. I
28. C
29. C
30. C

020-03-01

d.

020-03-02

c.

020-03-03

b.

020-03-04

b.

020-03-05

c.

020-03-06

d.

020-03-07

b.

020-03-08

d.

020-03-09

a.

020-03-10

1. F
2. I
3. E
4. A
5. B
6. C
7. J
8. D

020-03-11

2.
3.
4.
5.
6.
7.

020-03-12

1. I
2. C
3. F
4. E
5. G
6. B
7. K
8. J

020-03-13

1. D
2. H
3. E
4. I
5. B
6. F
7. A

021-00-01

a.
b.
c.

021-00-02

d.

021-00-03

a.
b.
e.
f.
g.
i.
j.

021-00-04

a.
b.
d.
e.

021-00-05

e.

021-00-06

d.

021-00-07

1. A
2. C
3. B
4. B
5. B
6. C
7. A
8. B

021-00-08

c.

021-00-09

a.

021-00-10

b.

021-00-11

1. B
2. F
3. J
4. A
5. E
6. H
7. D
8. I
9. C
10. G

021-04-01

d.

021-04-02

c.

021-04-03

c.

021-04-04

a.

021-04-05

c.

021-04-06

d.

021-04-07

a.

021-04-08

b.

021-04-09

a.

021-04-10

a.

021-04-11

c.

021-04-12

b.

021-04-13

c.

021-04-14

1. G
2. E
3. D
4. C
5. B

021-04-15

1. H
2. G
3. A
4. B
5. D
6. E
7. I
8. C

021-04-16

1.
4.
5.
6.
8.
9.
11.
13.
14.
16.

021-04-17

1.
2.
3.
5.
6.
7.
9.
10.
12.

022-00-01

1.
2.
4.
5.
7.

022-00-02

1.
2.
4.
5.

022-00-03

1. E
2. F
3. K
4. J
5. D
6. H
7. A
8. G
9. I
10. B

023-00-01

1. G
2. I
3. D
4. H
5. L
6. E
7. C
8. J
9. A
10. B

023-00-02

b.

023-00-03

a.
c.

023-00-04

a.
b.

023-00-05

d.

023-00-06

c.

023-00-07

c.

023-00-08

1. a
2. a
3. a
4. a
5. a

023-00-09

a.
b.

023-00-10

b.

023-00-11

a.
b.

023-00-12

a.
d.

023-00-13

1. G
2. F
3. D
4. C
5. B
6. E

023-00-14

a.
c.
d.

023-00-15

a.
c.
d.

023-00-16

a.

023-00-17

d.

023-00-18

1. d
2. b

023-00-19

a.

023-00-20

1. b
2. d
3. a
4. c
5. b
6. c
   d
   e
   g
   i
   j
   k

023-00-21

1. A
2. A
3. A
4. C
5. C
6. A
7. A
8. C
9. C
10. C
11. C
12. C

023-00-22

b.

023-00-23

a.

023-00-24

c.

023-00-25

c.

023-00-26

a.

023-00-27

b.

024-00-01

b.

024-00-02

b.

024-00-03

c.

024-00-04

1.
2.
3.
5.
6.
8.

024-00-05

a.

024-00-06

a.

024-00-07

e.

024-00-08

a.

024-00-09

c.

024-00-10

b.

025-00-01

1.
2.
3.
4.
5.

025-00-02

1.
2.
3.
5.
6.

025-00-03

a.
b.

025-00-04

b.
d.

025-00-05

c.

025-00-06

d.

025-00-07

a.

025-00-08

d.

025-00-09

c.

025-00-10

c.

025-00-11

d.

025-00-12

d.

025-00-13

c.

026-00-01

c.

026-00-02

b.

026-00-03

a.

026-00-04

c.

026-00-05

d.

026-00-06

a.

026-00-07

b.

026-00-08

a.

026-00-09

c.

026-00-10

a.
b.
d.

026-00-11

c.

026-00-12

1. C
2. D
3. B
4. G
5. F

026-00-13

1. D
2. F
3. G
4. J
5. H
6. A

027-00-01

d.

027-00-02

d.

027-00-03

c.

027-00-04

a.

027-00-05

c.

027-00-06

c.

027-00-07

d.

027-00-08

a.
c.
d.

027-00-09

d.

027-00-10

c.

027-00-11

b.

027-00-12

d.

027-00-13

d.

027-00-14

d.

027-00-15

e.

027-00-16

b.

027-00-17

d.

027-00-18

d.

027-00-19

c.

027-00-20

a.
b.
c.
d.

027-00-21

d.

027-00-22

c.

027-00-23

a.

027-00-24

a.
c.
d.
e.

027-00-25

e.

028-00-01

1. Yes
2. Yes
3. Yes
4. Yes

028-00-02

a.

028-00-03

c.

028-00-04

b.

028-00-05

a.

028-00-06

a.
b.
d.

028-00-07

e.

028-00-08

c.

028-00-09

a.

028-00-10

c.

028-00-11

b.
c.
e.

028-00-12

a.
d.

029-00-01

a.
c.
d.
f.
g.
h.
i.
j.

029-00-02

a.

029-00-03

d.

029-00-04

a.

029-00-05

d.

029-00-06

b.

029-00-07

d.

029-00-08

d.

029-00-09

a.

029-00-10

a.

029-00-11

e.

029-00-12

c.

029-00-13

a.
d.
e.

029-00-14

b.

029-00-15

b.

029-00-16

a.

029-00-17

c.

029-00-18

c.

029-00-19

e.

029-00-20

a.

029-00-21

c.

029-00-22

a.
b.
d.
e.
f.
i.
j.

029-00-23

c.
d.
e.

029-00-24

b.

029-00-25

1. T
2. F
3. F
4. F
5. T
6. F
7. F
8. T
9. F

029-00-26

2.
3.

029-00-27

a.
e.

030-00-01

1. G
2. K
3. I
4. J
5. B
6. E
7. D
8. L
9. C
10. H

030-00-02

4.
6.
7.

030-00-03

1.
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8.
10.

030-01-01

1. Iceberg
2. Parsley
3. Watercress
4. Romaine
5. Curly endive
6. Chinese or celery cabbage
7. Leaf lettuce
8. Escarole

031-01-02

1. C
2. D
3. E
4. A
5. B

031-01-03

1.
3.
4.
7.

031-01-04

a.

031-01-05

c.

031-01-06

b.

031-01-07

a.

031-01-08

b.

031-01-09

a. 3
b. 4
c. 2
d. 1

031-01-10

a. 1, 2, 5, 7, 8
b. 1, 2, 8
3. 2, 3, 4, 5, 6, 8

031-01-11

1. D
2. A
3. G
4. C
5. I
6. F
7. B
8. H
9. E
10. J

031-01-12

a.

031-01-13

d.

031-01-14

d.

031-01-15

b.

031-01-16

c.

031-01-17

a. Accompaniment
b. Appetizer
c. Main course
d. Separate course
e. Dessert
f. Garniture

031-01-18

a. Base
b. Body
c. Garnish
d. Dressing

031-02-01

c.

031-02-02

a.

031-02-03

c.

031-03-01

a.
c.
f.
h.

031-03-02

1. I
2. H
3. E
4. J
5. G
6. B
7. C
8. F
9. A
10. D

031-03-03

b.

031-03-04

c.

031-03-05

b.

031-03-06

a.

031-03-07

b.

031-03-08

d.

031-03-09

d.

031-03-10

a. 6
b. 4
c. 1
d. 2
e. 5
f. 7
g. 3

031-04-01

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16.
17.
20.

031-04-02

a.

031-04-03

b.

031-04-04

b.

031-04-05

c.

031-04-06

d.

031-05-01

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11.
14.

031-05-02

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8.

031-05-03

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8.

031-05-04

2.
4.
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6.

031-05-05

1.
4.
5.
6.

031-05-06

b.

031-06-01

1. C
2. NC
3. NC
4. C
5. NC
6. C
7. B
8. C
9. NC
10. NC
11. B
12. B
13. B
14. C
15. NC

031-06-02

1. B
2. B
3. A
4. A
5. A
6. A
7. A
8. A

031-06-03

b.

032-00-01

1. F
2. E
3. I
4. J
5. A
6. K
7. B
8. D
9. G
10. C

032-00-02

1. A
2. F
3. G
4. K
5. D
6. H
7. B
8. C
9. I
10. E

032-00-03

c.

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033-00-02

1. F
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3. T

033-00-03

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4. A
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7. J
8. F
9. C
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b.

035-00-11

c.

035-00-12

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035-00-13

a.

035-00-14

d.

035-00-15

b.

035-00-16

1. D
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3. H
4. I
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9. F
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036-00-05

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036-00-06

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036-00-07

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036-00-08

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036-00-09

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036-00-10

c.

036-00-11

a.

036-00-12

1. B
2. J
3. D
4. I
5. A
6. G
7. E
8. H
9. C
10. F

RESOURCES

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A.2 Family Living Guide. Oklahoma State Department of Vocational and Technical Education. Curriculum and Instructional Materials Center, Stillwater, Oklahoma 74074.

A.3 Foods and Nutrition Curriculum Guide. Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin 53706.

A.4 Take Control! Manage Your Weight to Look Good and Feel Great! A Curriculum Guide in Adolescent Nutrition and Weight Management. Division of Child Nutrition, Department of Public Instruction, Raleigh, North Carolina 27603-1712.

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C.1 Food for Today Teacher's Resource Book. Kowtaluk, H. and Kopan, A. O. Bennett and McKnight Publishing Company, 809 West Detweiller Drive, Peoria, Illinois 61615.

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F.3 Family Circle Magazine. Family Circle, Post Office Box 10752, Des Moines, Iowa 50340.

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F.5 The Calcium Craze. Newsweek, Incorporated, 444 Madison Avenue, New York, New York 10022. January 27, 1986. pp. 48-52.

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G.6 Kerr Home Preservation. Kerr Glass Manufacturing Corporation, Chicago, Illinois.

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I.3 Animal and Plant Protein - Part I, Purchasing and Part II, Preparation. The Look and Cook Series. Glencoe Publishing Company, Incorporated, 17337 Ventura Boulevard, Encino, California 91316. (Multi-medis kit).

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I.11 Biscuits, Plain and Fancy. General Mills Film Center, Post Office Box 113, Minneapolis, Minnesota 55340. (Filmstrip with slides).

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I.35 Food for Older Folks. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).

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I.43 How to Buy Beef. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with slides).

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I.46 How to Lose Weight. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. (2 filmstrips with cassette).

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I.52 Label Literacy: How to Read Food Packaging. Career Aids, Incorporated, 20417 Nordhoff Street, Department VM, Chatsworth, California 91311. (Filmstrip with cassette).

I.53 Marvels of Microwave. (Corning Educational Kit) Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Multi-media kit).

I.54 Meal Management. Glencoe Publishing Company, Incorporated, 17337 Ventura Boulevard, Encino, California 91316. (Multi-media kit).

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I.67 Nutrition for Teenagers Only. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).

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I.69 Nutrition Labeling. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (2 filmstrips with cassette).

I.70 Nutrition Makes a Difference. Glencoe Publishing Company, Incorporated, 17337 Ventura Boulevard, Encino, California 91316. (Multi-media kit).

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I.73 Oven-Cooking: The Language of Cooking Series. Teaching Aids, Incorporated, Post Office Box 1798, Costa Mesa, California 92628-0798. (Filmstrip with cassette).

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I.76 Principles of Meal Planning. Glencoe Publishing Company, Incorporated, 17337 Ventura Boulevard, Encino, California 91316. (Multi-media kit).

I.77 Principles of Weight Control. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. (Filmstrip with cassette).

I.78 Put Nutrition to Work: Good Nutrition - True or False; Energy Balance - Your Key to Weight Control; Choosing Food for Good Nutrition; Mealtime - Anytime; Eating Out. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Set of five filmstrips).

I.79 Responsibilities and Ethics: The Buyer and The Seller. Glencoe Publishing Company, Incorporated, 17337 Ventura Boulevard, Encino, California 91316. (Filmstrip with cassette).

I.80 Salt Sodium in Daily Diets. Health Education Services, A Division of Social Studies School Services, 100,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. (Filmstrip with cassette).

I.81 Sanitation and Cleanliness in the Kitchen. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Color slides).

I.82 Selecting Tableware: Part II of Home Decorating Series. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).

I.83 Shoppers' Specials, Coupons, Discounts, Samples and Sales. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Multi-media kit).

I.84 Slow Cooking: Small Cooking Equipment Series. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).

I.85 Small Appliance Cooking: The Language of Cooking Series. Teaching Aids, Incorporated, Post Office Box 1798, Costa Mesa, California 92628-0798. (Filmstrip with cassette).

I.86 Specialty Appliances: Small Kitchen Equipment Series. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).

I.87 Speed Cookery: Small Kitchen Equipment Series. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).

I.88 Spending Your Food Dollars. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).

I.89 Starting Out Healthy: Maternal and Infant Nutrition. Glencoe Publishing Company, Incorporated, 17337 Ventura Boulevard, Encino, California 91316. (Multi-media kit).

I.90 Supermarket Shopping: A Guide to Grocery Store Services. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Multi-media kit).

I.91 Surface Cooking: The Language of Cooking Series. Teaching Aids, Incorporated, Post Office Box 1798, Costs Mesa, California 92628-0798. (Filmstrip with cassette).

I.92 The Best Little Girl in the World. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. (Video cassette).

I.93 The Diet and Nutrition Tes:. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. (Video cassette).

I.94 The Incredible, Edible Egg. American Egg Board, 205 Tauhy Avenue, Park Ridge, Illinois 60068. (Multi-media kit).

I.95 The Names In The Cooking Game. Franklin Clay Films, Post Office Box 2213, Costa Mesa, California 92627. (Multi-media kit).

I.96 The New Nutrition, What It Means To Teenagers. (Pleasantville Media) Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. (Filmstrips with cassette).

I.97 Tools to Make Food Attractive. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (3 filmstrips with cassette).

I.98 Variety In Meal Planning. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Educational Unit).

I.99 Vegetarian Cooking Made Easy. Glencoe Publishing Company, Incorporated, 17337 Ventura Boulevard, Encino, California 91316. (Multi-media kit).

I.100 Vegetarian Culture and Cuisine. Glencoe Publishing Company, Incorporated, 17337 Ventura Boulevard, Encino, California 91316. (Multi-media kit).

I.101 Vegetarianism, Healthful Eating. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. (2 filmstrips with cassette).

I.102 What's In The Food? What You Should Know About Additives. Learning Arts, Post Office Box 179, Wichita, Kansas 67201. (Filmstrip with cassette).

I.103 Winning The Grocery Game. Career Aids, Incorporated, 20417 Nordhoff Street, Department VM, Chatsworth, California 91311. (Multi-media kit).

I.104 World Hunger: What's The Solution? Health Education Services, A Division of Social Studies School of Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. (Multi-media kit).

I.105 World In Your Kitchen Series: Chinese Cooking; Danish Cooking; French Cooking; Greek Cooking; Indian Cooking; Italian Cooking. Learning Arts, Post Office Box 179, Wichita, Kansas 67201. (Video tapes). Each tape may be purchased individually.

I.106 You Are What You Eat: Nutrition Series. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).

COMPUTER PROGRAMS

J.1 Foods: Measuring Techniques. (Orange Juice Software Systems) Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. Apple Computer.

J.2 Food Poisoning, Sanitation and Preservation. (Orange Juice Software Systems) Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. Apple II, II Plus, IIe, IIc.

J.3 Grease. Computer Program by DDA. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. Apple II, TRS-80 Models II and 4, IBM-PC and PC Jr.

J.4 Jumping Jack Flash. Computer Program by DDA. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. Apple II, TRS-80 Models II and 4, IBM-PC and PC Jr.

J.5 Master Control. (A Diet and Exercise Program) Career Aids, Incorporated, 20417 Nordhoff, Street, Department VM, Chatsworth, California 91311. IBM-PC, 128k.

J.6 Munchies. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 09232-0802. Apple, IBM-PC, TRS-80.

J.7 Nutrient Analysis. Computer Programs by DDA. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. Apple, IBM-PC, TRS-80.

J.8 Nutrition and The Four Basic Food Groups. (Orange Juice Software Systems) Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. Apple II, IIe, IIc.

J.9 Placesetting, Meal Service and Table Manners. (Orange Juice Software Systems) Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. Apple II, II Plus, IIe, IIc.

J.10 Salty Dog. Computer Program by DDA. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. Apple II Series, TRS-80 Models III and 4, IBM-PC and PC Jr.

J.11 The Daily Menu Analyzer. (Orange Juice Software Systems) Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. Apple II, II Plus, IIe, IIc.

J.12 The Place Setting Simulator. (Orange Juice Software Systems) Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. Apple II, II Plus, IIe, IIc.

J.13 Understanding Labels. Career Aids, Incorporated, 20417 Nordhoff Street, Department VM, Chatsworth, California 91311. Apple II Series, IBM-PC, TRS-80.

J.14 Weightcalc. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. Apple, IBM-PC, TRS-80.

J.15 What Did You Eat Yesterday? Career Aids, Incorporated, 20417 Nordhoff Street, Department VM, Chatsworth, California 91311. Apple II Series, TRS-80 Models III and 4, IBM-PC, PC Jr., and Commodore 64, 64k.

J.16 You Are What You Eat. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. Apple, IBM-PC, TRS-80.